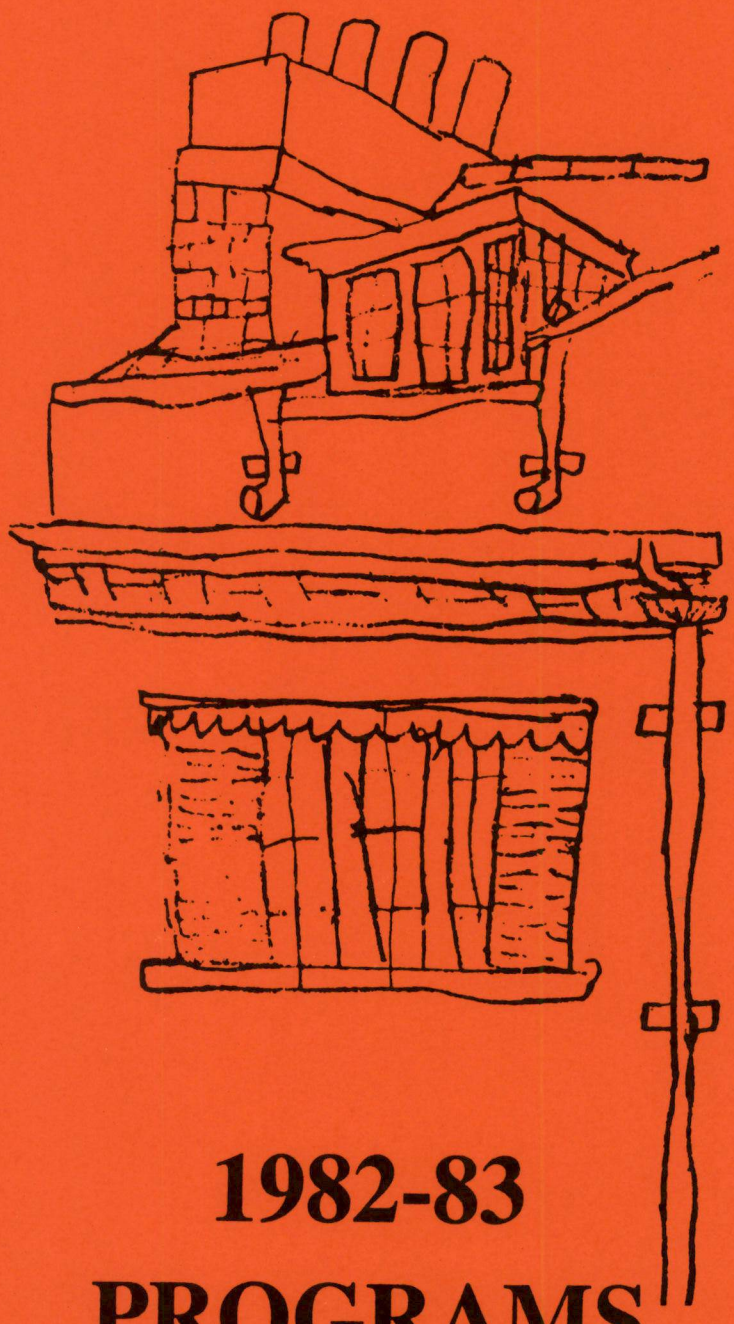
CONCORDIA UNIVERSITY

SATURDAY CHILDREN'S ART WORKSHOP



1982-83 PROGRAMS

DEPARTMENT OF ART EDUCATION AND ART THERAPY

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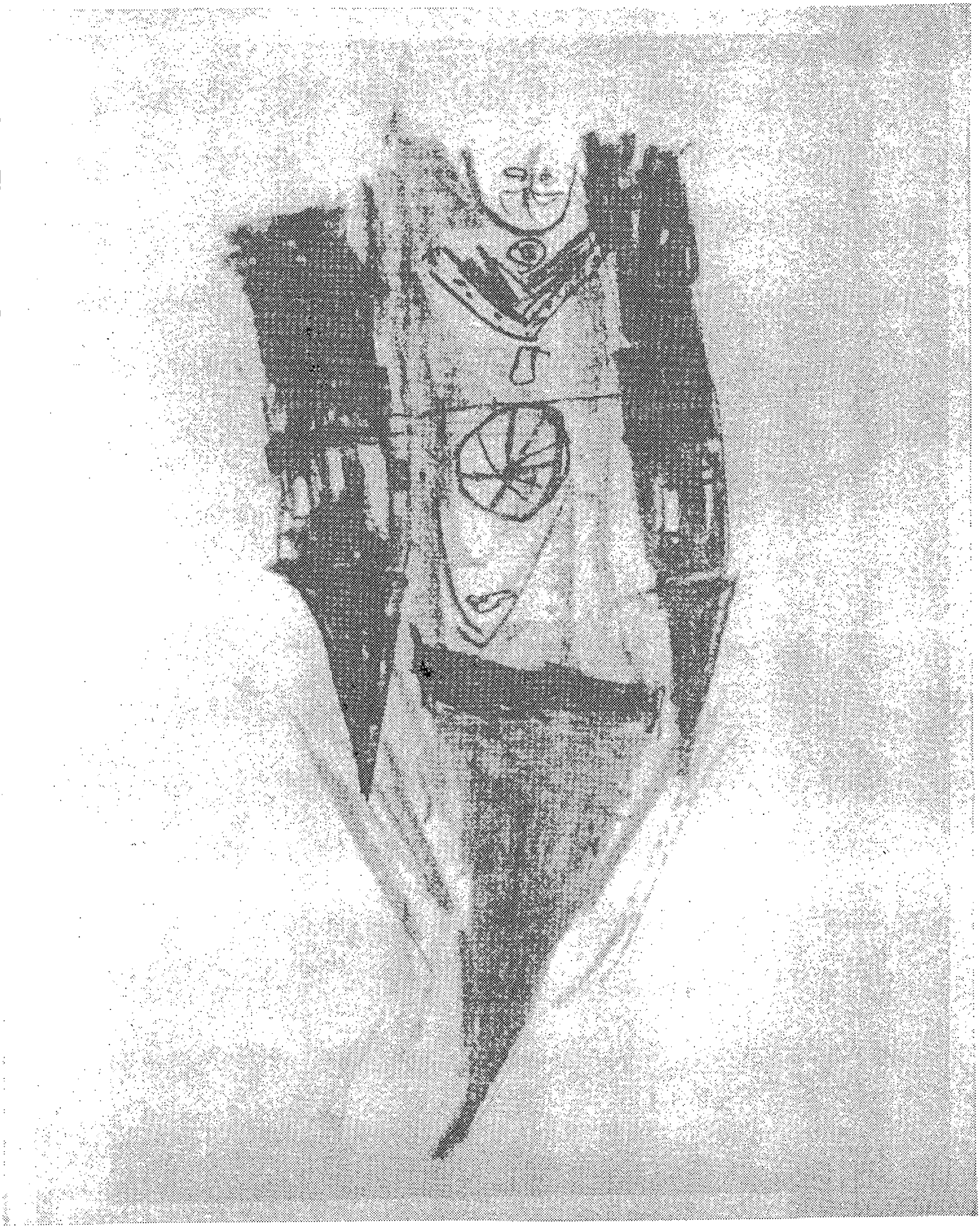


INTRODUCTION

The Saturday Children's Art Workshops have been an institution at Concordia University since the 1960's not only encouraging children who may become future artists to broaden their knowledge, but giving to anyone who attends an opportunity to experiment and enjoy art media.

The instructors in these classes are third year art students majoring in art education. The teaching experience on Saturday mornings is a vital part of their development and is frequently the period during which they make a permanent commitment to art education. The children who attend on Saturdays range in age from two and a half to eighteen and there are usually from ten to fifteen students in a class with two student teachers to each group.

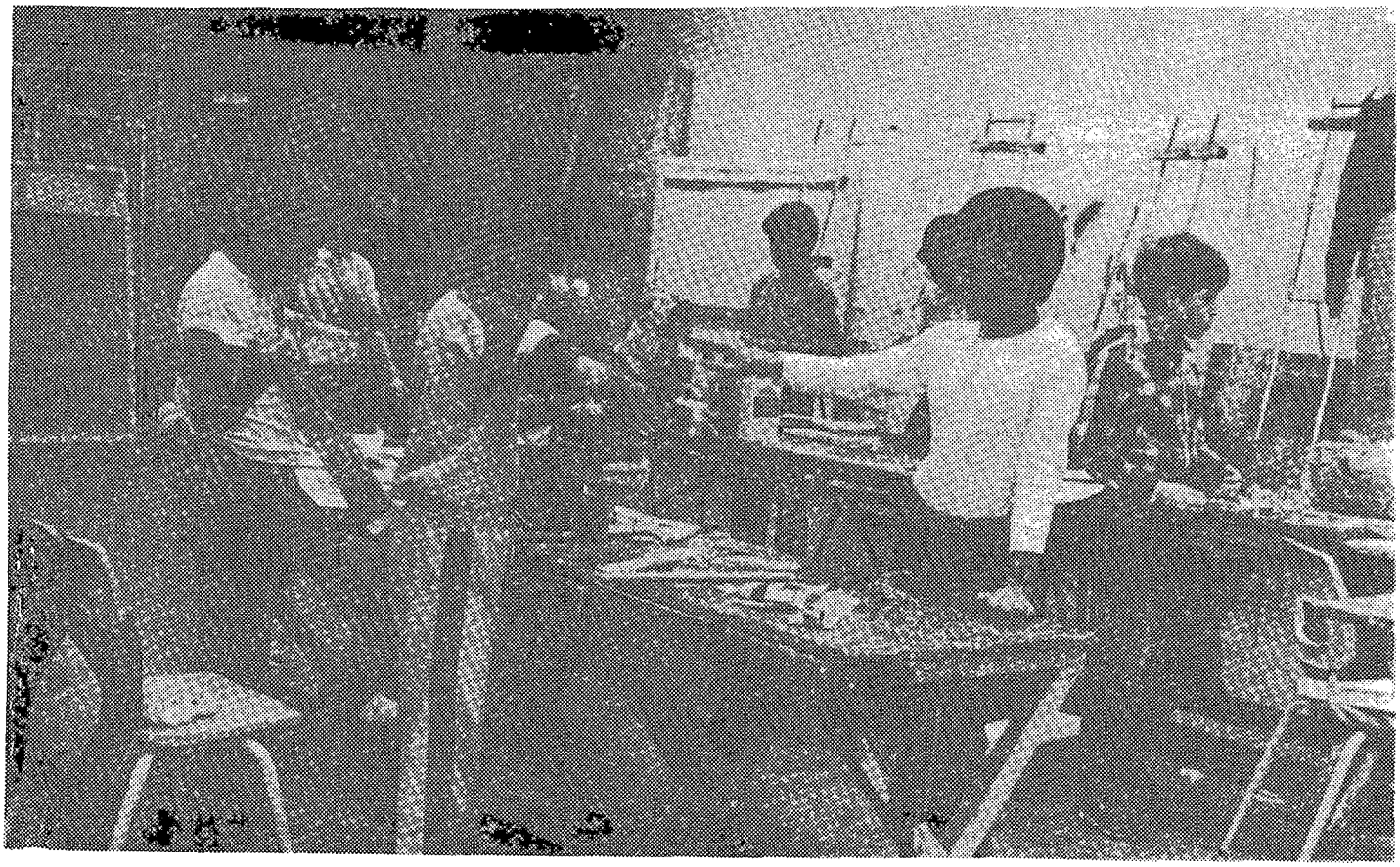
The programs in this publication were designed by the student teachers and are examples of successful pre-planning in which the needs and capabilities of the different age groups were a major concern. Trips outside the University are considered to be an important part of the program and are used to stimulate the children and encourage them to participate in the events and facilities available in the city.

We are very encouraged by the enthusiastic support of the parents who braved all weathers to bring their children to Concordia for the two hour classes, and who turned up in large numbers for the end of the year exhibition.

I would like to thank all the student teachers who took part in the Saturday Children's Art Workshops during 1982-83 and in addition a special thanks to my invaluable teaching assistants Krystyna Czereyska and Ilana Kuska.

Angela Grigor
Director Saturday Children's Art Workshops.

Drawing from observation, child aged 8. From the program "Exploring the City".



FOREST CREATURES AND MASKS IN VIDEO AND PERFORMANCE

Instructors: Jennifer Marshall
Carmella Doucet

Introduction

The following lesson plans are from a program designed to give 11 and 12 year old students an experience in two and three dimensional media using the theme of "The Forest". It was hoped that the use of different media and the possibilities of being able to work with video would challenge children of this age. In the first few classes the students worked with oil pastel and poster paint, then they made three dimensional animals, insects or masks using papier mache and decorated them with painted patterns. The students were encouraged to glue found materials to the surface of their work to enhance patterns, colors and textures. Introducing the idea that fantasy could play a role in their work, exaggerated size and color were mentioned throughout the program. A video camera was available, early in the eight week session, so that the students could get used to the idea of being filmed. They were encouraged to try out the equipment, which pleased some of them enormously. Three of the students participated in a performance which they designed and created themselves, making masks and costumes to wear while acting. During the performance the instructors acted as directors and film technicians. In the end two videos resulted: a video of the performance, and a video of the students' finished three dimensional projects, with environments and animal sounds. These were shown at the exhibition, along with the animals and insects.

Constructing animals with chicken wire and papier mache.

LESSON PLAN 1

Concept: Story telling stimulates the imagination.

List of Materials: Color pastels(Japanese Sakura), manilla paper 18"X24"

Motivation: The students will be motivated by being told a story about an imaginary person who lives in a forest. Posters of trees, plants and animals will decorate the room, also live plants. A recording of animal sounds will be played as the students draw.

Student Procedures After the introductory session in which students will exchange names during a game, the eight week program will be discussed and students will be encouraged to participate and comment on the ideas presented. After motivation, the students will take a sheet of manilla 18" X 24" and a box of pastels and will illustrate the story. Students will be asked to bring leaves, insects and a magnifying glass for the following session.

Directives: Instructions for cleaning up the room will be given.

LESSON PLAN 2

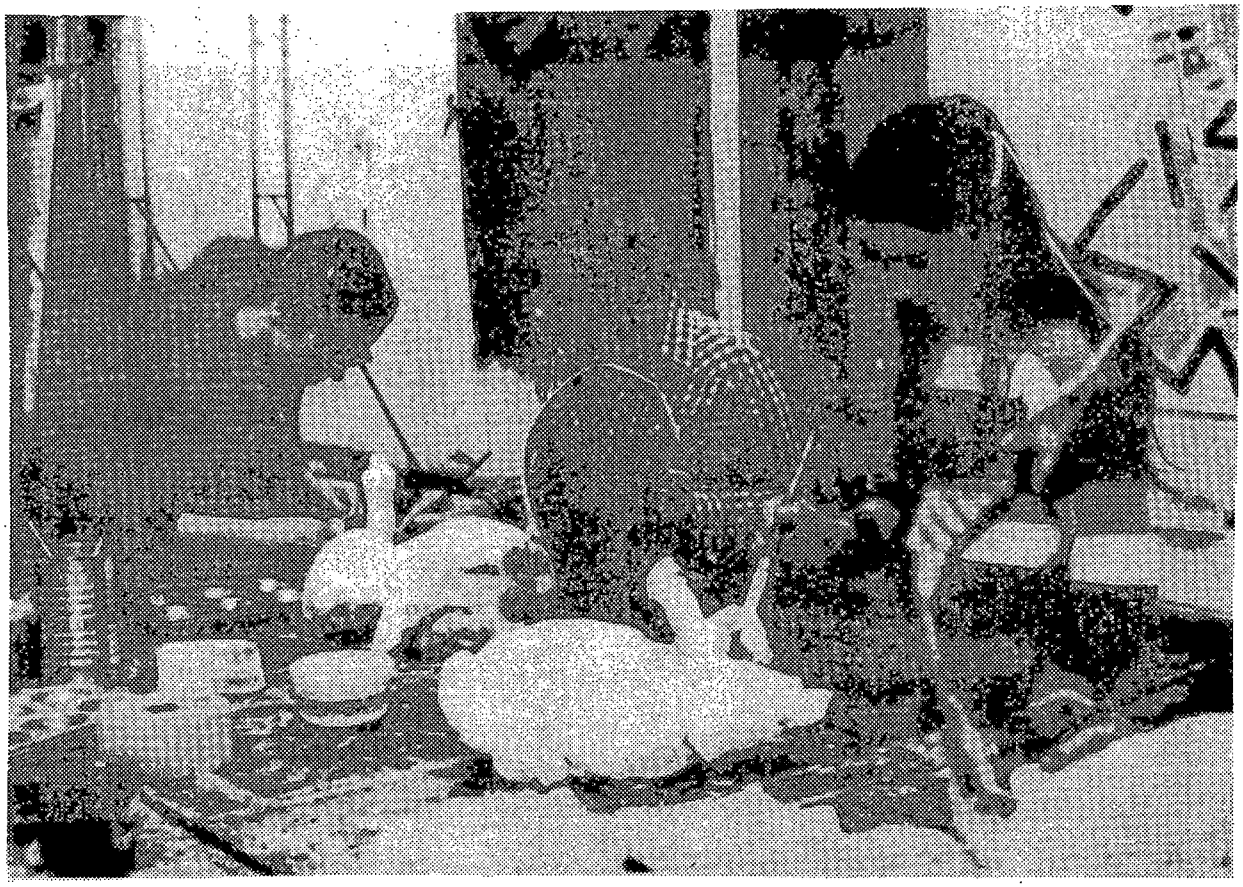
Concept: The use of a magnifying glass encourages attention to detail.

List of Materials: Mayfair 18"X24", grey construction 18"X24", old magazines, liquid gouache, in primary colors and black and white, brushes, small and large, masking tape, push-pins, dressmaker's pins, muffin trays, styrofoam meat trays.

Motivation: Posters of animals and natural forms will decorate the room, to give an atmosphere of outdoors. A movie about forests and animals that live in them will be shown to the students, The Temperate Deciduous Forest -Concordia University Film Catalogue. They will each be given a magnifying glass to enable them to examine the insects, plants, leaves and the stuffed animal provided.

Student Procedures: After viewing the film and examining the insects, plants and animals under a magnifying glass, the students will be asked to imagine they are really small and paint the forest from this perspective. They will take a sheet of manilla 18" X 24" and will use both large and small brushes. A discussion of the paintings made will take place at the end of the session. For homework, the students will be asked to start thinking about what kind of animals or insects they would like to make for the following week. The insects could be large as in science fiction. They will be free to decide if they want to exaggerate the animals or not.

Directives: Students will be reminded of the cleaning up procedures outlined the previous week.



LESSON PLAN 3

Concept: Making imaginary creatures helps the students to explore the possibility of fantasy.

List of Materials: Chicken wire, wire, newspaper(bulk and strips) Lepages wallpaper glue, masking tape.

Motivation: The students will be engaged in a discussion of creatures and the possible shapes and forms that could be made including the details of beaks, feet, etc. Images of primitive masks and animal forms will be shown. There will be a demonstration on the techniques of papier mache. A piece of work will be shown which is in varying stages of development. A discussion on the properties of various animals and insects will follow, with reference to pictures provided.

Student Procedures: There will be a discussion, in which books and magazines will be used as reference material and shown on an overhead projector. After the demonstrations the students will take newspaper, wallpaper paste, wire, chicken-wire and wire cutters. They will make a newspaper and masking tape and/or wire and chicken wire base and begin pasting the newspaper to the base.

Directives: We will stress organization and clean up, again, and make sure they each do their share.

Painting white base coat on the rabbit and squirrel.

LESSON PLAN 4

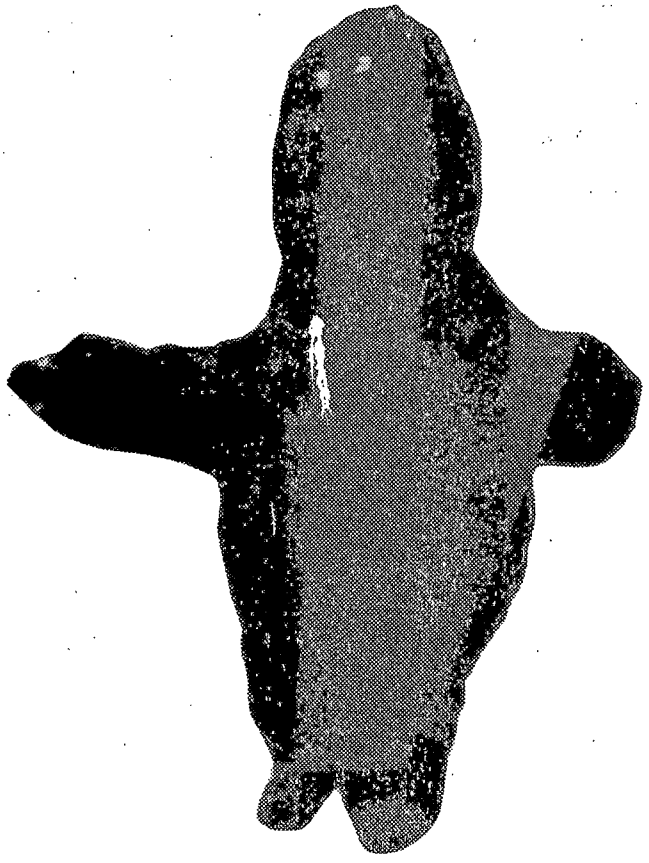
Concept: Making three dimensional objects helps understanding of form, shape and size.

List of Materials: Newspaper, markers, liquid gouache in primary and secondary colors, black and white, chicken wire, wire cutters, cardboard scraps, glue brushes, scissors, muffin and styrofoam trays, masking tape, plastic buckets, glue powder.

Motivation: Students will be remotivated by listening to animal sounds and by a discussion on books illustrated with forests and animals. There will be video equipment in the classroom and a short taping session will take place to interest students in the video as a medium for later use.

Student Procedures Students will listen to a tape as well as participate in a discussion as mentioned above. They will take the material they need-chicken wire, newspaper, glue, paint etc. and will continue their projects. For homework they will be asked to think of what additions they may wish to put on their creatures or masks to create a variety of colors, patterns and/or textures. They will be asked to look around at home for any interesting materials with which to decorate their work.

Directives: They will be asked to put four layers of pasted newspaper on their objects before considering this portion of the construction complete.



Gorilla in progress.

Gorilla. Papier mache and fur.

LESSON PLAN 5

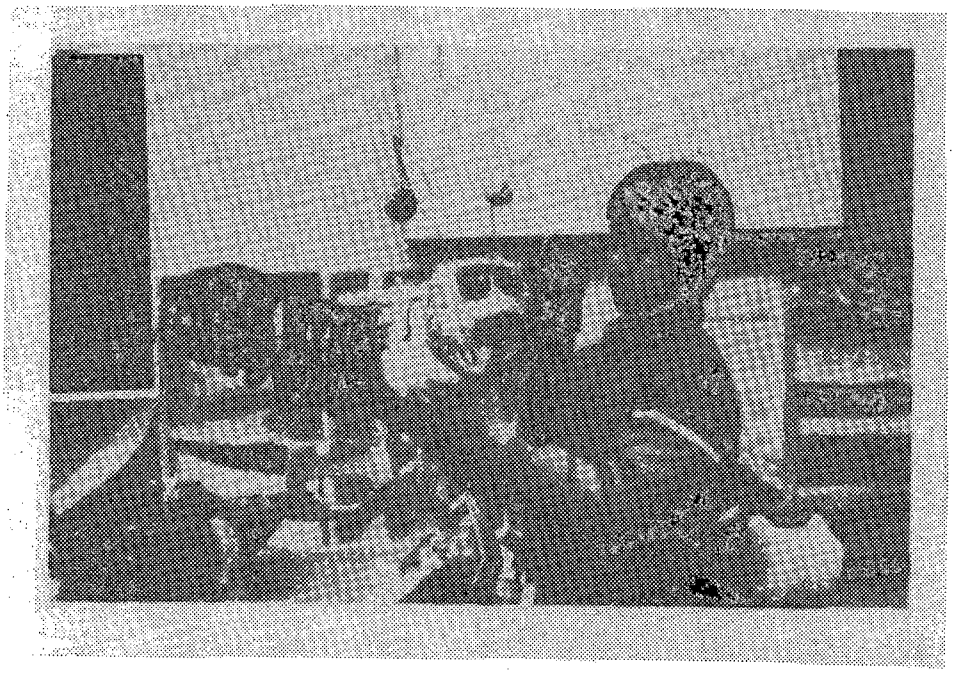
Concept: A student's perception of form is enhanced by the use of pattern on three dimensional objects.

List of Materials: Lepages white glue and wallpaper glue, wire cutters, paint, newspaper, paint brushes, large & small, muffin and styrofoam trays, masking tape, various trimmings: eg. sequins, fur, shells, beans, etc.

Motivation: There will be a discussion of plans for the remaining four weeks as well as an introduction to pattern using books, such as Principals of Pattern by Richard Proctor, Creative Drawing, Point and Line Rottger/Klante and Pattern by William Justema. Reproductions from the "Reinhold Visuals" will also be discussed. The instructors will film the projects in progress on video. Some students may be interested in filming themselves. There will be a demonstration of costume making and cutting for those who made masks.

Student Procedures: Some students will begin to paint their masks or animals and some will still be finishing the basic papier mache. The students will form a circle and discuss the remainder of the program. Following this the students will paint over their newspaper forms using a white base first and then colors. While the first layer is drying students will decide whether they want to paint or apply tissue or other trimmings to make patterns on their animals. For homework, the students will be asked to think about the environment of their particular animals and possibilities for creating them.

Directives: The students will be asked to make sure the first layer of paint is absolutely dry before they apply a second layer.



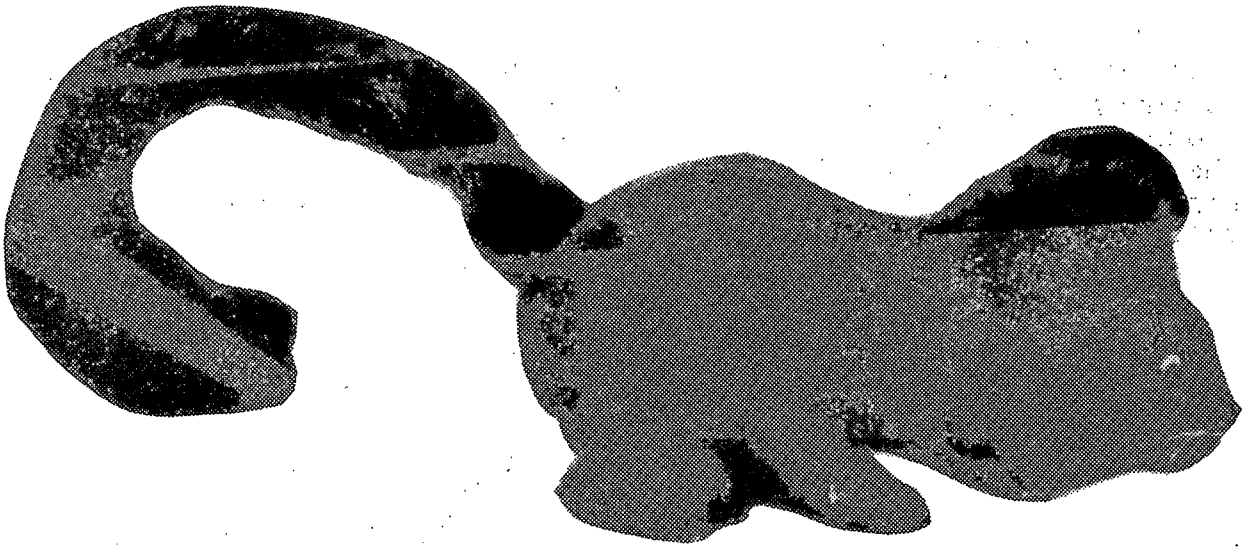
LESSON PLAN 6

This lesson is a continuation of lesson five. The students will be asked to think of an environment for their creatures and to integrate the environment with the forms and patterns itself. Students working on masks for the performance will be included. They will be reminded that the masks' forms and patterns must be repeated in the design of the costumes. Fresh materials will be offered to the students to stimulate further decoration.

LESSON PLAN 7

The procedures of Lesson Plan 6 will be followed, however, during the morning there will in addition be a demonstration of different techniques for making a background for the creatures.

Imaginary insect. Papier mache, fabric, coloured paper etc.



LESSON PLAN 8

Concept: Use of video enriched a student's view of their project.

List of Materials: Cardboard, gouache paint, brushes large and small, glue brushes, Lepage's white glue and glue powder, fabric, sewing materials, markers, masking, transparent and butcher tape, exacto knives, muffin and styrofoam trays, staplers and staples, scissors. paper towels, trimmings: eg. feathers, sequins and cork lids.

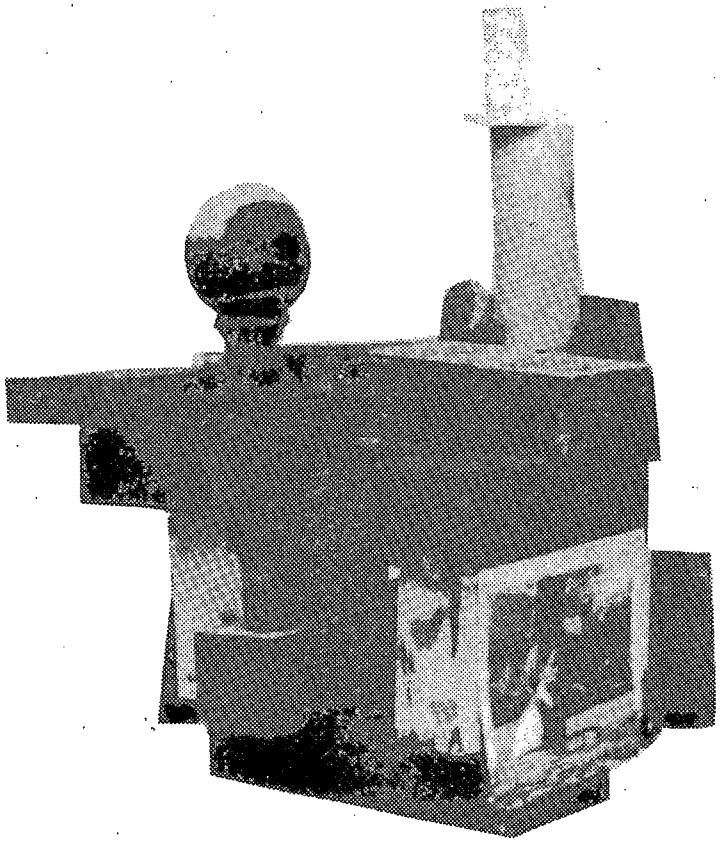
Motivation The video camera will be present and a discussion of the possibilities of using video discussed. There will be various props available and rehearsals for the final performance will begin with those who made masks and costumes.

Student Procedures: After a discussion on the possibilities of the video equipment, students will finish their three dimensional figures and environment background, while the video actors are rehearsing their presentation. A taping session will follow and will involve the recording of each student's work.

Directives: Clean-up procedures as usual.

Note: The following Saturday the final taping of the performance will take place and will be shown with the video of the projects at the exhibition of the students' work.

Squirrel. Papier mache and fur.



EXPLORING THE CITY

Instructors: Judy O'Brien
Terri Covin

Introduction

This program was designed to give seven and eight year old children a different approach to viewing their city. Taking the students on exploratory walks, photographing interesting buildings, drawing from the top floor of a high-rise office building, and participating in a construction game at the Montreal Museum of Fine Arts, gave them a rich source of information to apply to their studio work.

The buildings and surroundings which the students observed were transformed in their studio experience into a city street filled with wood structures, clay trees, signs, cars, dogs and people. They explored buildings further by constructing a model of an interior space.

The materials for the various projects were chosen for their relevance to this age group. The finished street, the drawings and photographs reflected the students' enthusiasm and involvement in this successful program.

The preliminary exploration of the city.

Building. Photograph and wood.

LESSON PLAN 1

Concept: Observation and drawing from life assists perception.

List of Materials: HB pencils, sharpeners, erasers, wax crayons, markers, felt pens, paint-primary colors, white and black, bond paper-18"X24", newsprint, paint brushes: medium, flat and round, and water containers for nine students.

Motivation The students will look through the Visual Art Gallery windows and sketch the city. In addition slides, "City Patterns" and large posters from the "Reinhold Visuals" on Space will be shown during a discussion. There will be background music as the students work from the following tapes Classics Pour line Voix- Danielle Licari, Aranjuez, Brahms, Handel, Mozart and Mozart's Piano Concerto No 21 in C K.16.

Student Procedures: On returning to the studio, students will be asked to take pencils, crayons or markers and working from memory they will explore the city on paper. Using the medium of their choice they will make several drawings focusing on the many shapes of buildings found in the city. Their work will be discussed at the end of the morning.

Directives: Students will be asked to respect materials, for example: tops must be replaced on felt markers and felt pens when not in use. Paint brushes can be used in many ways but students are warned not to use force, different sizes of brushes will be used for different effects.

LESSON PLAN 2

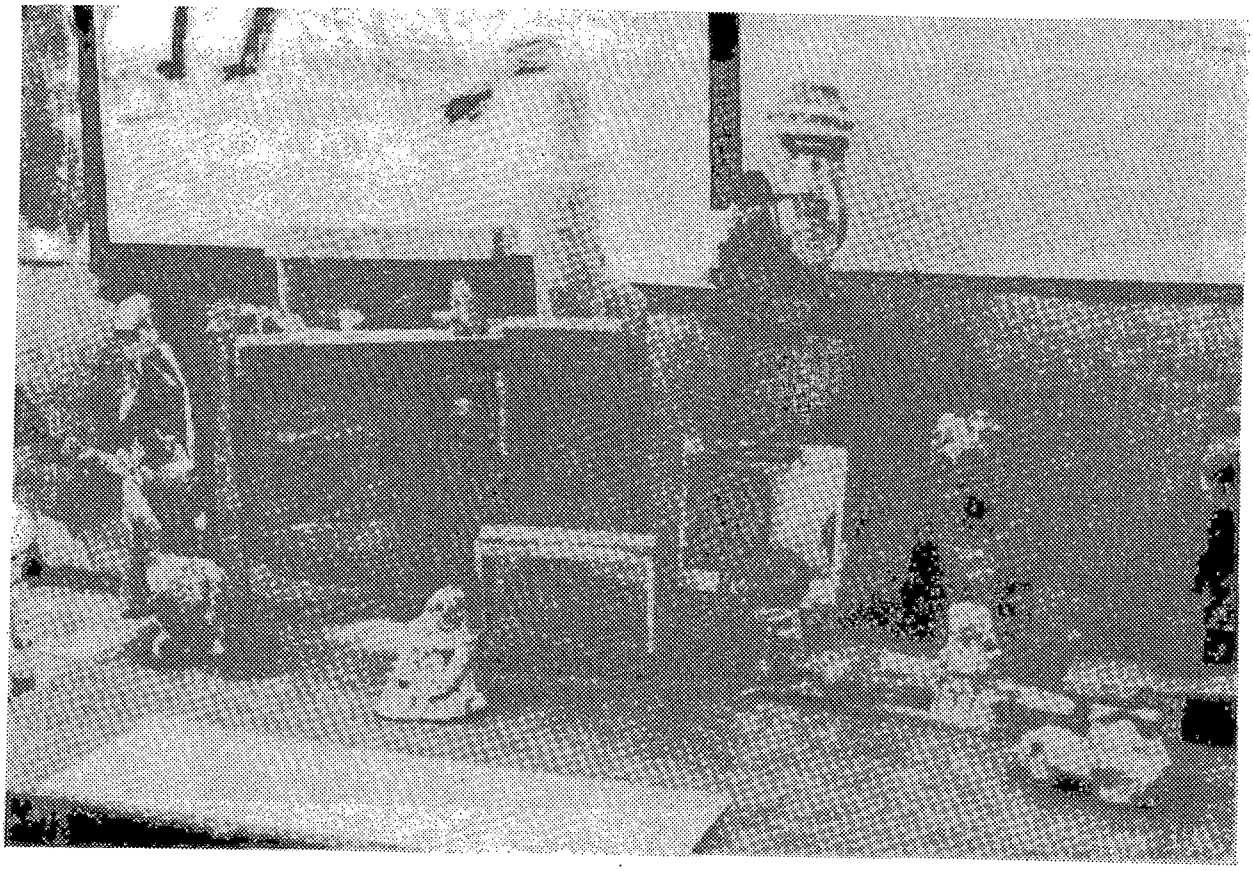
Concept: A camera helps observation and selection.

List of Materials: Polaroid camera and film, variety of wood pieces and popsicle sticks, glue and large and small brushes, paint: primary colors, black and white, brushes: small, medium and large, water containers, markers, string, rubber bands, stapler and staples.

Motivation: The children will be taken for a walk to a nearby street which has many interesting, old buildings, will take photographs using a polaroid camera. As part of the motivation a large assortment of wood will be available on their return from the walk and there will be a discussion of the street buildings they are going to make. There will be a demonstration, before the children begin to work, showing ways of keeping the glued pieces of buildings together while they are drying with rubber bands, string and staples. In addition, there will be a display of prints and photographs of buildings.

Student Procedures The children will choose a building and using a polaroid camera will take a photograph for use later. Returning to the studio they will take wood pieces, glue, rubber bands, string or staples and will make buildings. The photographs will be integrated with the buildings and used as source material. When the buildings are finished the children will take gouache and large and small brushes and paint them. They will finish their buildings with details drawn with markers.

Directives Students will be reminded to keep together and behave well in the street. When making their buildings they will be reminded to use the minimum amount of glue.



LESSON PLAN 3

Concept: Clay is an expressive medium.

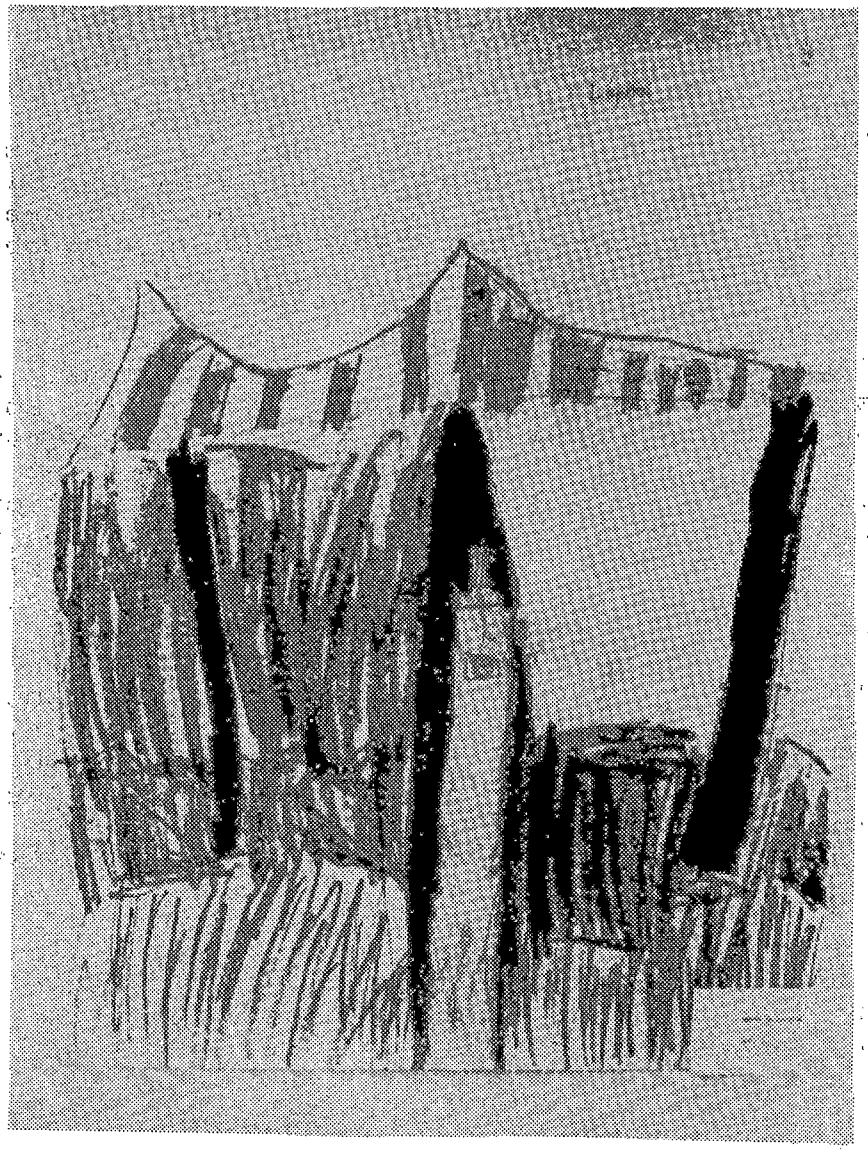
List of Materials: Clay, boards, tools, newspaper, containers, paints-primary, black and white, small and medium sized brushes.

Motivation: The students will discuss their finished buildings. They will talk about the street they will make. An architectural model is shown showing buildings, trees, people and cars. Books on cities will be discussed: Let's Find Out About the City by Valerie Pitt and Towns published by MacDonald and Co.''72. Raffi's music will be played as the students work.

Student Procedures: Students will take a ball of clay, the size of a grapefruit, a board and a variety of tools. They will make people, animals and objects which will be part of the street. There will be a continuation of our dialogue about what we saw on the street during our walk. The clay pieces will be painted and placed in location on their street.

Directives: Students will be warned not to let clay become too wet or too dry.

Street with buildings, people and animals. Photographs, wood and clay.



LESSON PLAN 4

Concept: Art making can be stimulated by changing the point of view.

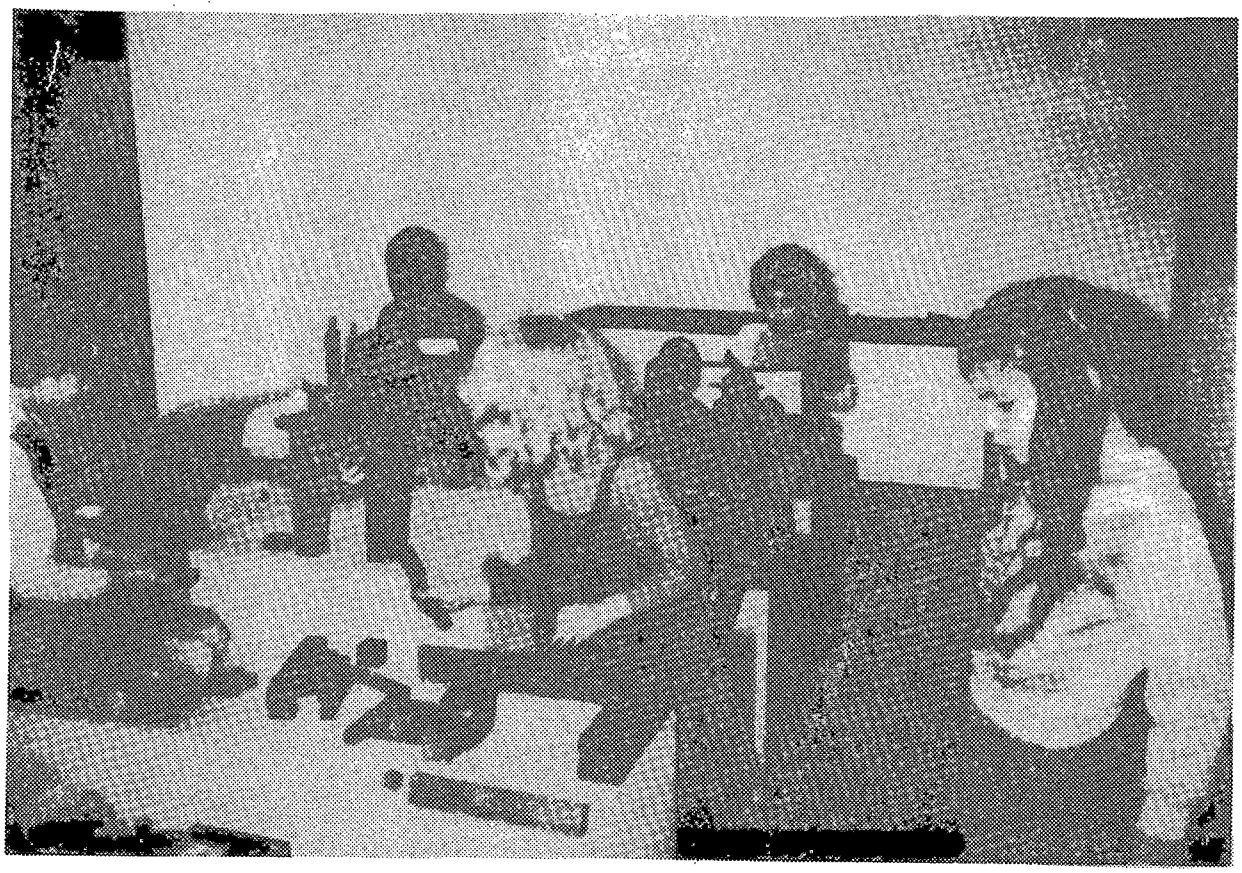
List of Materials: Bond paper, drawing boards, clips, pencils, colored pencils, crayons, markers, pastels.

Motivation The children will be taken to the 45th floor in Place Victoria where there will be a discussion of what they see, the harbour, boats, bridges, core of the city, and the mountain.

Student Procedures: The students will walk around the interior space of the 45th floor, and will choose what view they want to draw. They will take pencils, crayons, markers, pastels and paper to their site and draw what they see. They can change view points and materials to give them an opportunity to express this new experience of space and perspective.

Directives: Students will be reminded to behave well in public places and will be responsible for the drawing boards and paper.

Drawing from observation. 45th floor of Place Victoria.



LESSON PLAN 5

Concept: A student's tactile sense will be enhanced by the exploration of different surfaces.

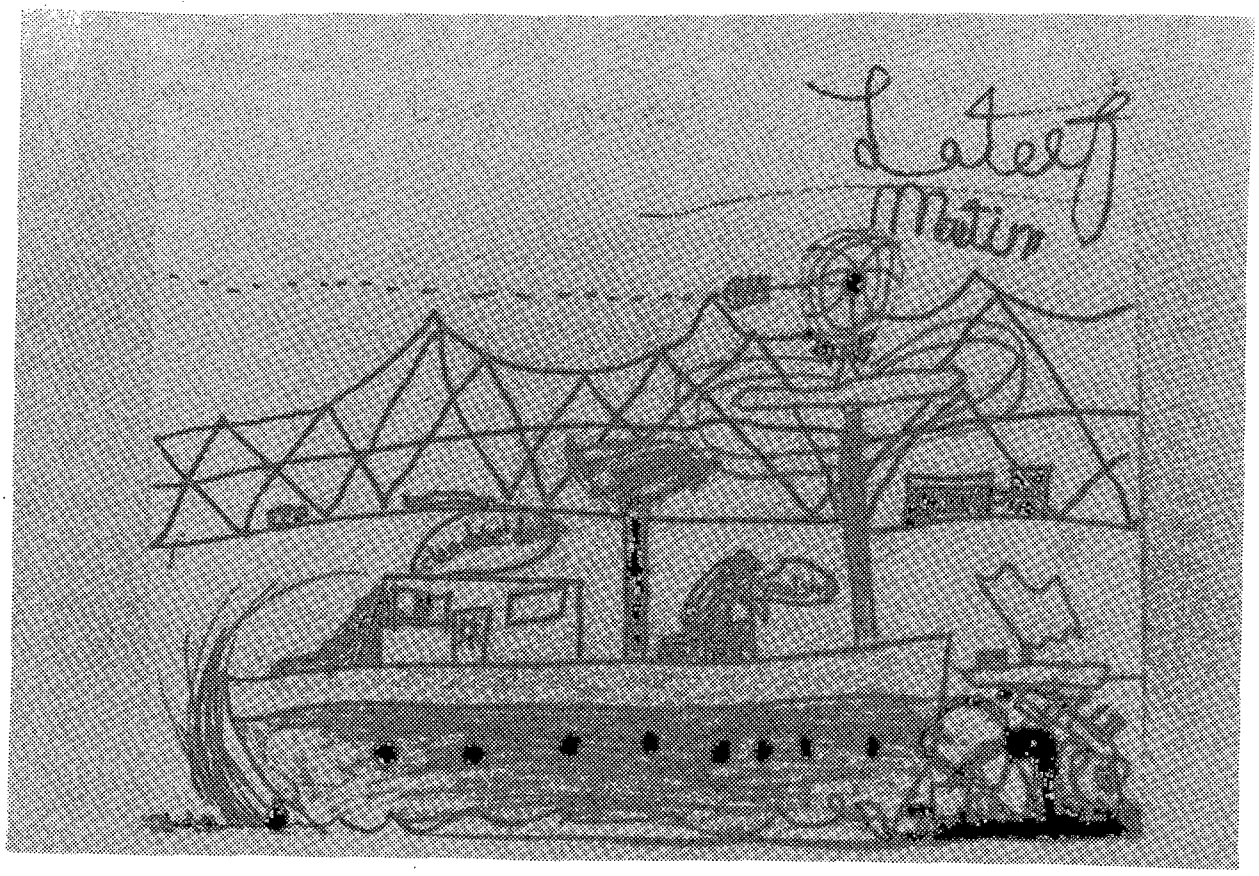
List of Materials: HB pencils, sharpeners, bond paper, bulldog clips, hard cardboard.

Motivation: The students will walk to the museum, seeing, touching and making rubbings along the way. The museum's construction game will motivate the following building activity.

Student Procedures: Students will be given pencils, paper clips and cardboard and will be allowed to find the texture in the classroom i. e. walls, chairs, soles of shoes, and will be shown how rubbings can be made. Then on the walk to the Museum, more rubbings of other types of surfaces will be obtained. At the Museum, they will play the game of reconstructing ruins available to the public. Students will be asked to locate some of the ruins shown in the game and find examples in the Museum's art collection. On returning to the studio the students will build their own ruin with blocks of wood provided in assorted sizes.

Directives The students will be asked to walk together as a group and to be on their best behavior at the museum.

Building houses with museum 'ruin' blocks.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LESSON PLAN 6 AND 7

Concept: Making an interior assists understanding of space.

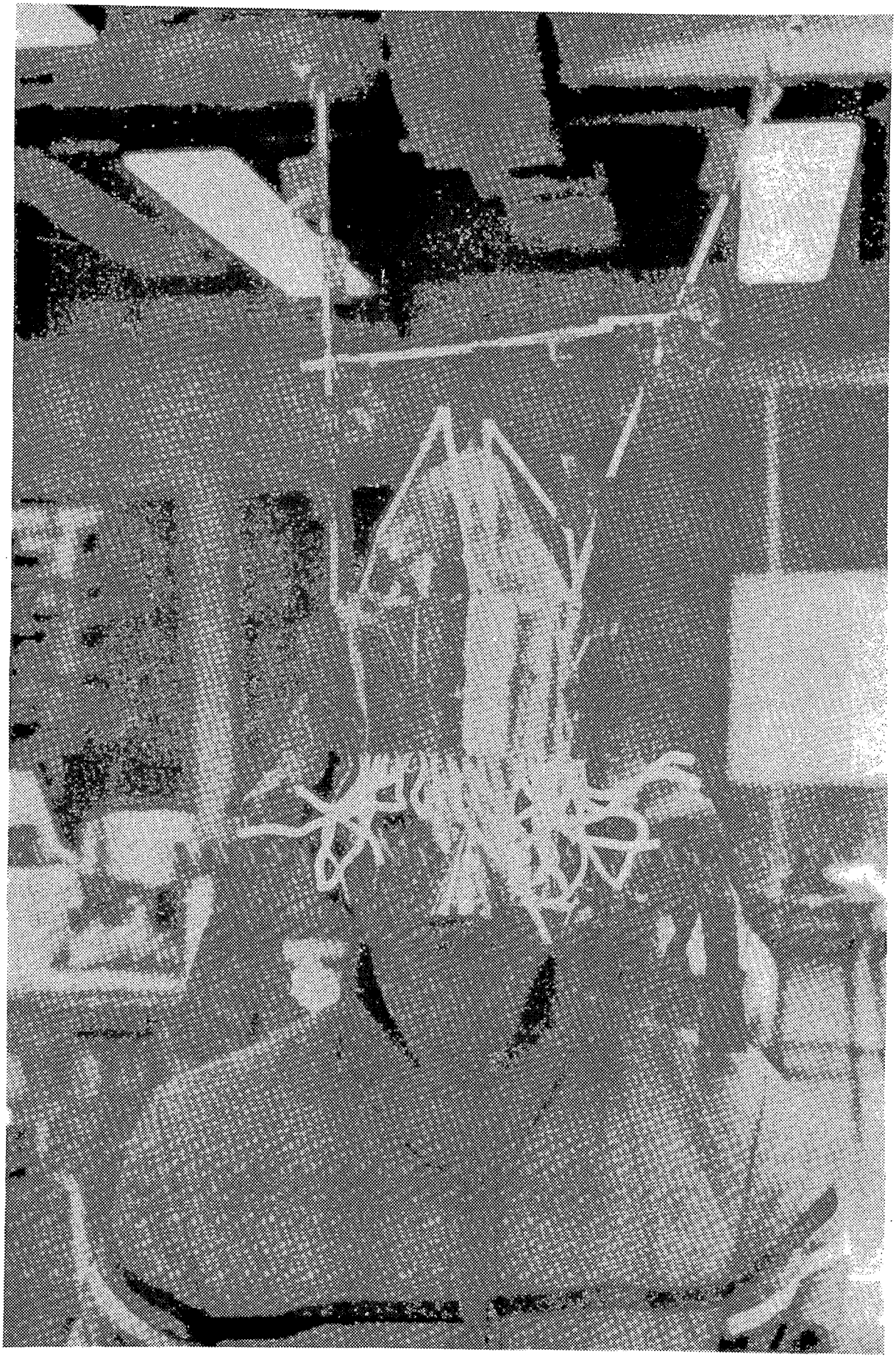
List of Materials: Cardboard boxes, magazines, newspaper, wallpaper, assorted fabric scraps, fur scraps, corks, wooden popsicle sticks, staplers, staples, straight pins, glue, glue brushes, scissors, glue container.

Motivation: The students will be shown a model of a house that opens up to show the interior. A game will be played in which the children pretend that they are decorators, architects, city planners, or contractors. Background music will be "Rodrigo Concierto de Aranjuez for guitar and orchestra and "Spanish Recital for Guitar".

Student Procedures: The students will take a cardboard box and make their own space. They will be asked to think of inside walls, outside walls and furniture. They will be reminded of the buildings they photographed. The students will make a room or space that could be part of the structures found in a city. Textures will be applied to the outside of the form.

Directives: The students will be reminded that they must be careful of scissors, to use glue sparingly and to use all sharp items such as pins, staplers, staples, with care.

Drawing inspired by the visit to the 45th floor of Place Victoria.



VOYAGE TO A DISTANT PLANET

Instructors: Judy O'Brien,
Lise Fratte,
Line Gravel

Introduction

The theme of this program was a voyage to a distant planet, and was chosen to stimulate the imaginations of a group of eleven and twelve year olds. During the first lesson the students were introduced to their air balloon-a large inflated tube of heavy plastic measuring 75 feet long by 10 feet high. Decorative headpieces were made by the students for their trip and the following week we all spent some time inside the balloon. The unusually hushed atmosphere and cloudy appearance of the balloon coupled with the choice of music produced an 'other-world' atmosphere and stimulated many unusual and imaginitive responses from the students. It was felt that the experience of entering a different sort of space and seeing the outside world as cloudy and distorted helped the students to invent their own forms. This could be seen in the two final soft-sculpture projects, the dyed and printed 'beings' and the batik landscapes which were highly individual and showed much personal involvement.

Headpiece for space travel. Foil paper, straws etc.

LONELANERIO
steam rose to the dark orange sky
Black smooth shiny
In the distance we could see a small island
It slowly creeps through the strange atmosphere very silently
8

Stiky kooey purple was all over

LESSON PLAN 1

Concept: Making something which can be worn stimulates the child's involvement in the studio experience.

List of Material: Cardboard pieces (including cones), coloured foil paper, coloured acetate scraps, pipe cleaners, straws, tissue paper, sequins, shells, paint-primary colours, glue, staples, brushes, string, thick plastic tube measuring 50 feet X 10 feet, two fans and a mirror.

Motivation: The plastic tube will be blown up to fill 1/2 of the room. The students will work around a table that has been filled with a wide variety of materials. They will be told that they are going on an imaginary trip to another planet, but before this trip can begin they will have to construct headpeices.

Student Procedures: The students will take tempera paint, glue, tissue paper, feathers and other found materials, and assemble their headpieces. A mirror will be available for the students to see their headpieces on themselves and help them to decide what other decorations will be needed.

Drawing of the 'distant planet' completed after space trip.

LESSON PLAN 2

Concept: Imagination can be stimulated by the environment.

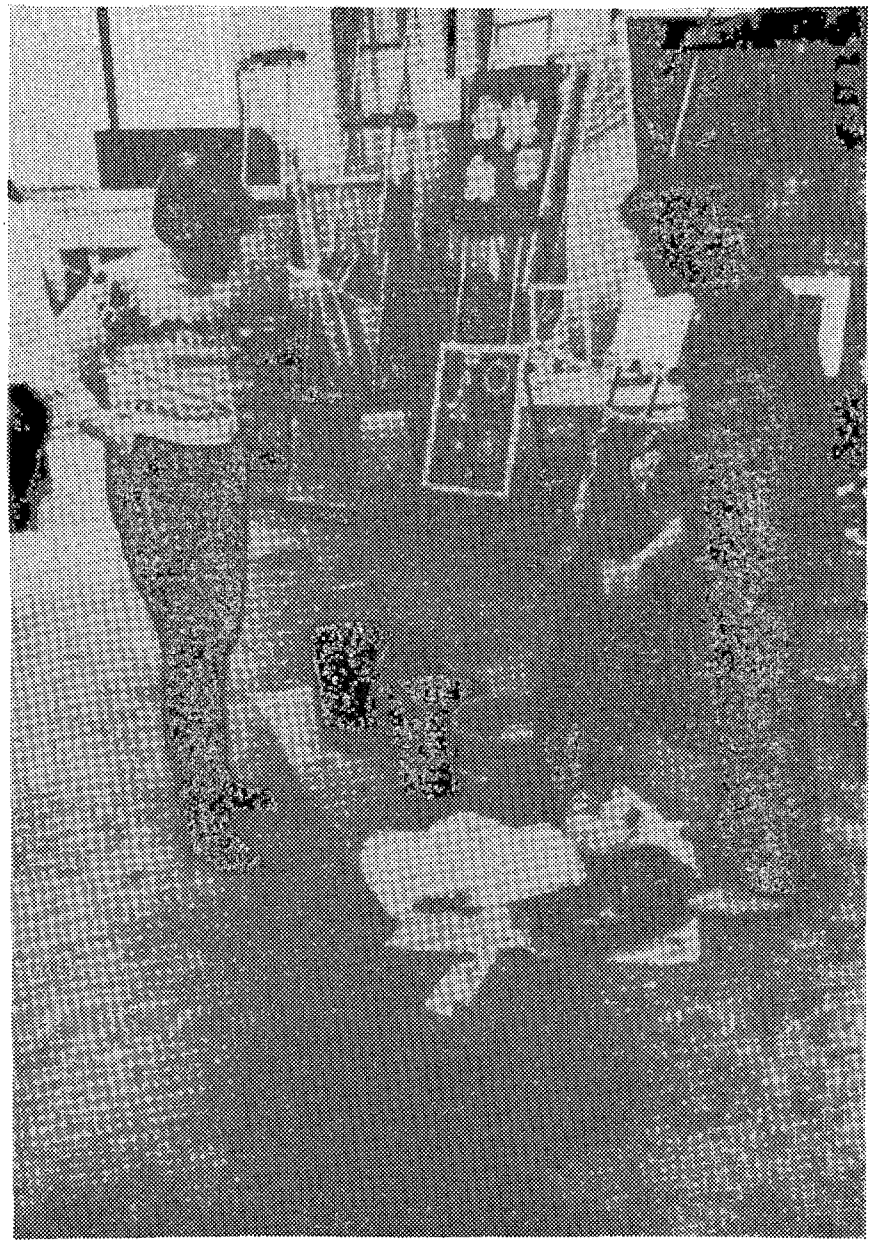
List of Materials: Plastic tube, 50 ft.X 10 ft., two large fans, spot lights, bond or manilla paper, pencils, clip boards, clay, boards, tools, newspaper.

Motivation: The plastic tube will be set up in the darkened studio. Spot lights will be used to produce special lighting effects. Music by Zamfir Lonely Shepherd will be played. Once inside the balloon a descriptive narrative will be read and the students will be asked to write and illustrate their ideas of who and what they will see on their 'voyage'. An instructor, dressed in a long, jersey tube will be outside the balloon creating different shapes and forms through dance.

Student Procedures: When the students are seated in the balloon there will be relaxation exercises and music. The instructor will tell a story about leaving earth and landing on a new planet. The students will draw pictures of what this new environment looks like and who lives there. They will write descriptive sentences to accompany the sketches. When the voyage ends the students will leave the balloon and begin to work with clay. They will model the clay into the "being" they imagined seeing on their journey.

Directives: No shoes nor sharp objects are allowed in the balloon, although an instructor should carry scissors in case an emergency exit is required.

Inside the space balloon.



LESSON PLAN 3

Concept: The unexpected qualities of batik stimulates ideas.

List of Materials: Batik supplies:wax, hot plates, brushes, push-pins, dyes, white cotton yardage, wooden frames, large plastic bowls, plastic storage bags.

Motivation: The following books on batik will be discussed: Contemporary Batik and Tye Dye by Donna Meilack, The Dyer's Art by Jack Lennoy Larsen, Batik by Sara Nea. In addition, there will be a discussion of batik samples. Drawings of the environment completed last week will be displayed as well as illustrations of natural forms from the National Geographic magazine. Following this, a demonstration of batik will be given.

Student Procedures: The students will be asked to think about the shape of their landscape piece and will be asked to make a design from their drawings of last week on to white cotton with the hot wax. The cotton will then be put in a dye bath, by the students (lightest shade first) and later rinsed in cold water and dried.

Directives Students will be asked not to leave brushes or tools in the hot wax and always to wear gloves (rubber) to work with dyes.

The first dye bath.

LESSON PLAN 4

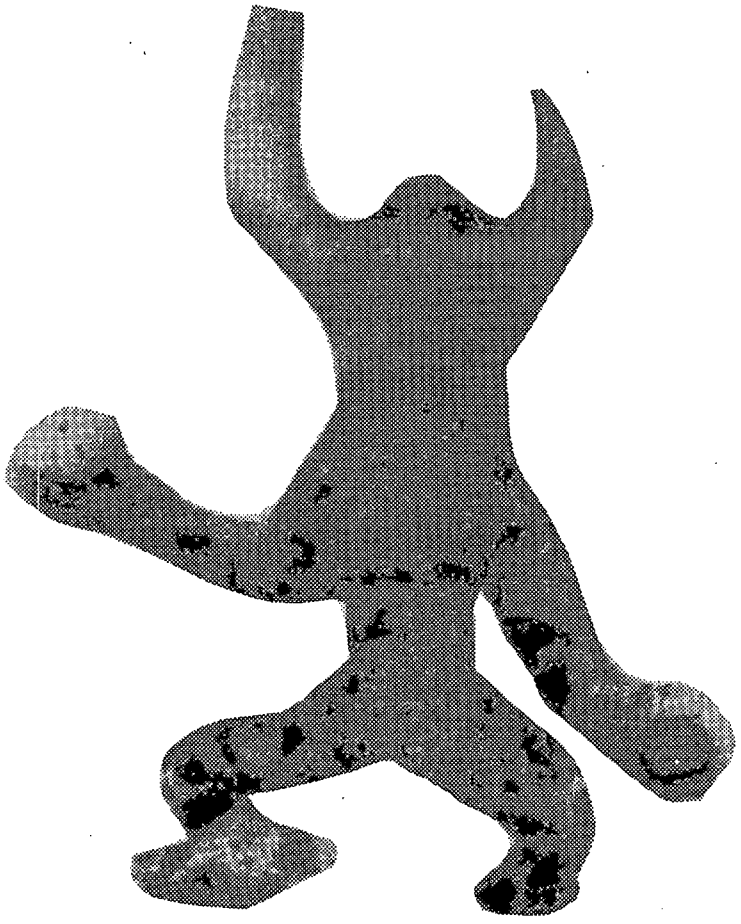
Concept: The unexpected qualities of batik stimulates ideas.

List of Materials: Batik supplies: wax, (parrafin and beeswax), hot plates, brushes, push-pins, dyes, white cotton yardage, wooden frames, large plastic bowls, plastic storage bags, craft paper, scissors, pencils, and markers.

Motivation: The students will be motivated by a discussion of their "being" using their drawings and writings from the previous week as the focal point of the discussion. There will also be a display of large prints and posters of unusual forms. After the first hour, there will be a demonstration of different ways in which the drawings of the "beings" can be enlarged and made into paper patterns.

Student Procedures: Students will continue to work on their batik landscapes for the first hour. Waxing over their first color they will dye their landscapes in the second color. As the batiks are drying the students will take craft paper 5' X 3', scissors, pencils and markers and will draw an enlarged version of their 'being' and will cut out the form leaving 1" all around for hems.

Directives: Students are warned to be careful of the hot wax.



LESSON PLAN 5 AND 6

Concept: Using media in a variety of ways enhances surface interest.

List of Materials: Primary colors in paint and dye, crayons, pastels, markers, pens, brushes, rollers, old tooth brushes, spray bottles, cardboard, scissors, white cotton.

Motivation: A demonstration will be given to showing several different ways of applying paint and dye to fabric, these include tie dying, stencilling, resist dying, and spray painting. The "Reinhold Visuals" on Pattern, and the following books will be discussed with the students: Simple Printmaking by Peter Weiss, Print Ideas by Henry Pluckrose, The Story of Design, Marion Downer, Design on Fabrics Meda Johnston, and The Dyer's Art, Ikat, Batik, Plangi written by Jack Larsen. Natural forms such as stones and shells will be examined and there will be a discussion on pattern and design of natural objects.

Student Procedures: The students will pin and transfer their paper pattern onto cotton fabric and will cut out their 'beings'. Choosing from a variety of media: gouache paint, colored inks, dyes, crayons, pastels, and markers, the cotton pieces will be painted, dyed and printed.

Stuffed and painted space creature. Cotton.

LESSON PLAN 7

Concept: Found materials can enrich a surface.

List of Materials: Primary colors in paint and dye, crayon pastel markers, pens, brushes, rollers, old toothbrushes, spray bottles, cardboard, scissors, white cotton stuffing (fiber-fill), sewing machine, materials for decorating, buttons, wool, felt scraps, trimmings, nylon filling, cotton thread, glue, masking tape, string and straws, etc.

Motivation: The students will be motivated by prints and books on man-made and natural textures to stimulate their ideas. "Batik" by Noel Derenforth. A demonstration and suggestions on the use of the found materials presented will be given.

Student Procedures The students will take turns at ironing the wax out of their batik landscape pieces while other students finish their being which will be machined with the help of an instructor. Then they will stuff the bodies with 'fiber-fill' till they are firm, after which they will choose from the display of found materials and decorate their beings.

Directives: Students will be warned to be careful of the hot iron.

LESSON PLAN 8

Concept: Working on three dimensional objects assists the understanding of forms.

List of Materials: Scissors, sewing machine, thread, needles stuffing, (Koplak).

Motivation: Prints of landscape and forms from the "Rienhold Visuals" will be displayed around the room. A discussion of landscapes will follow and the drawings done during the voyage will be referred to.

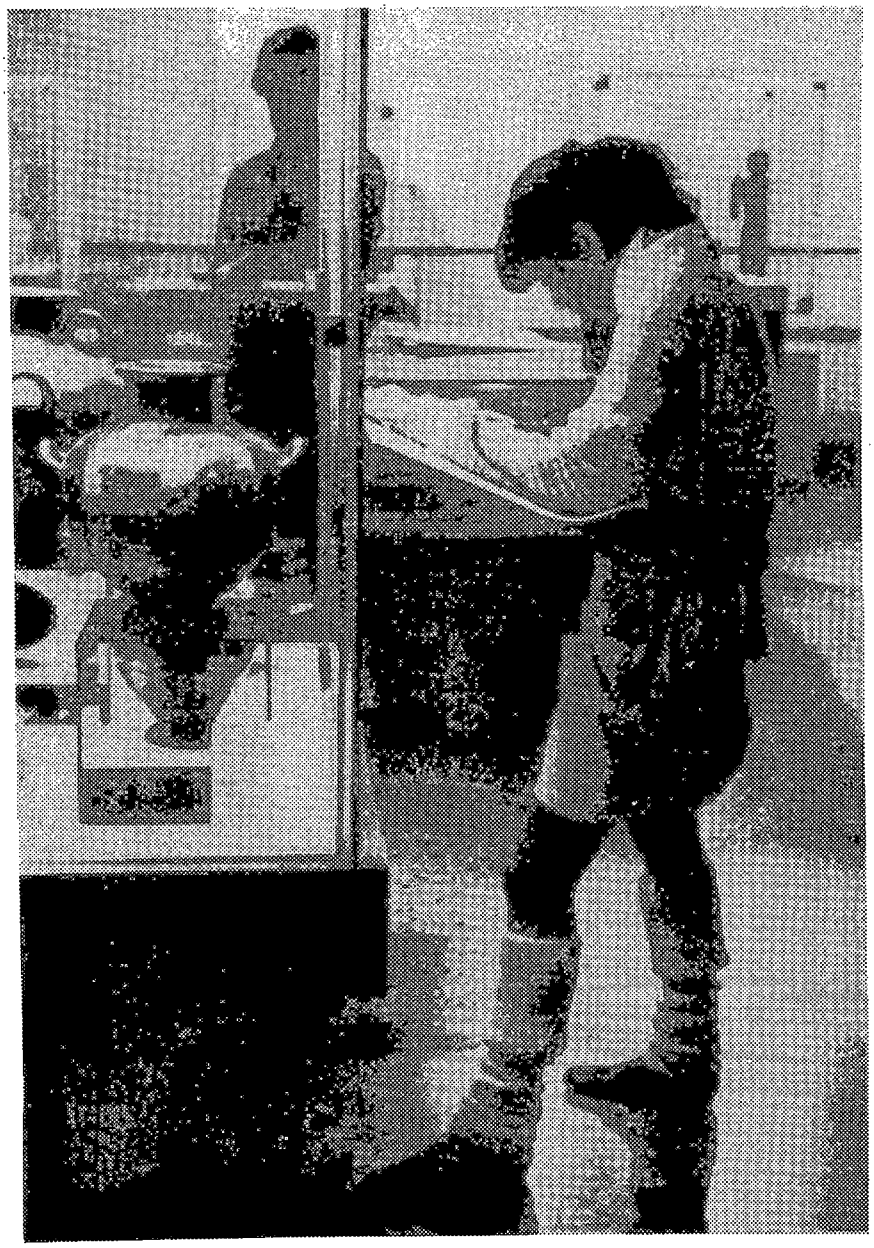
Student Procedures: Students will fold their batik in two and cut the contour of their landscape. Following this, the landscape will be machined with the help of the instructor and stuffed by the children. Following the stuffing, the student will hand sew and finish the landscape sculptures.

Stuffing and sewing the landscape piece. Cotton.

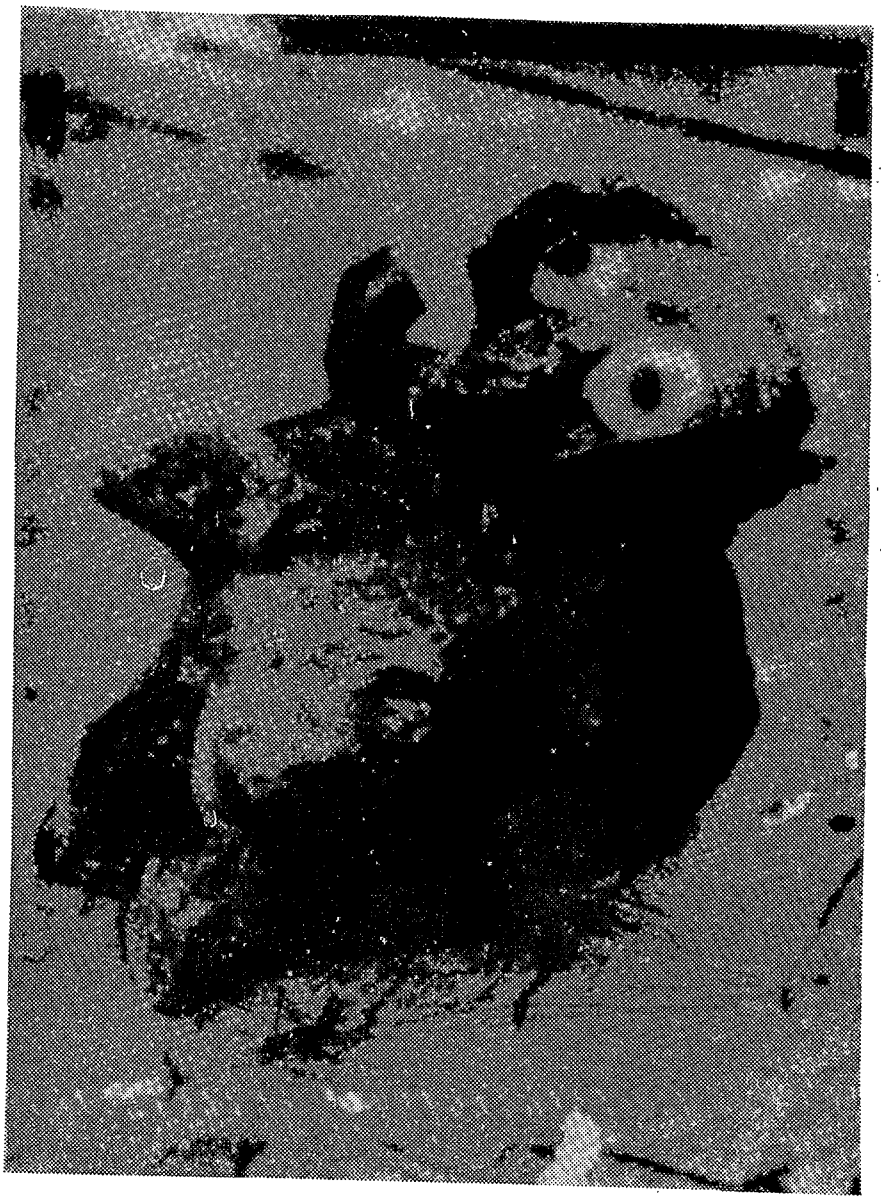
Making decorative clay tiles - students aged 16-18.
Teachers - Pauline Charette, Bernice Clenman and Daniel Lefebvre.

Puppet making and staging for children aged 9-10.
Teachers - Lucie Bernard and Gary McKeigan.

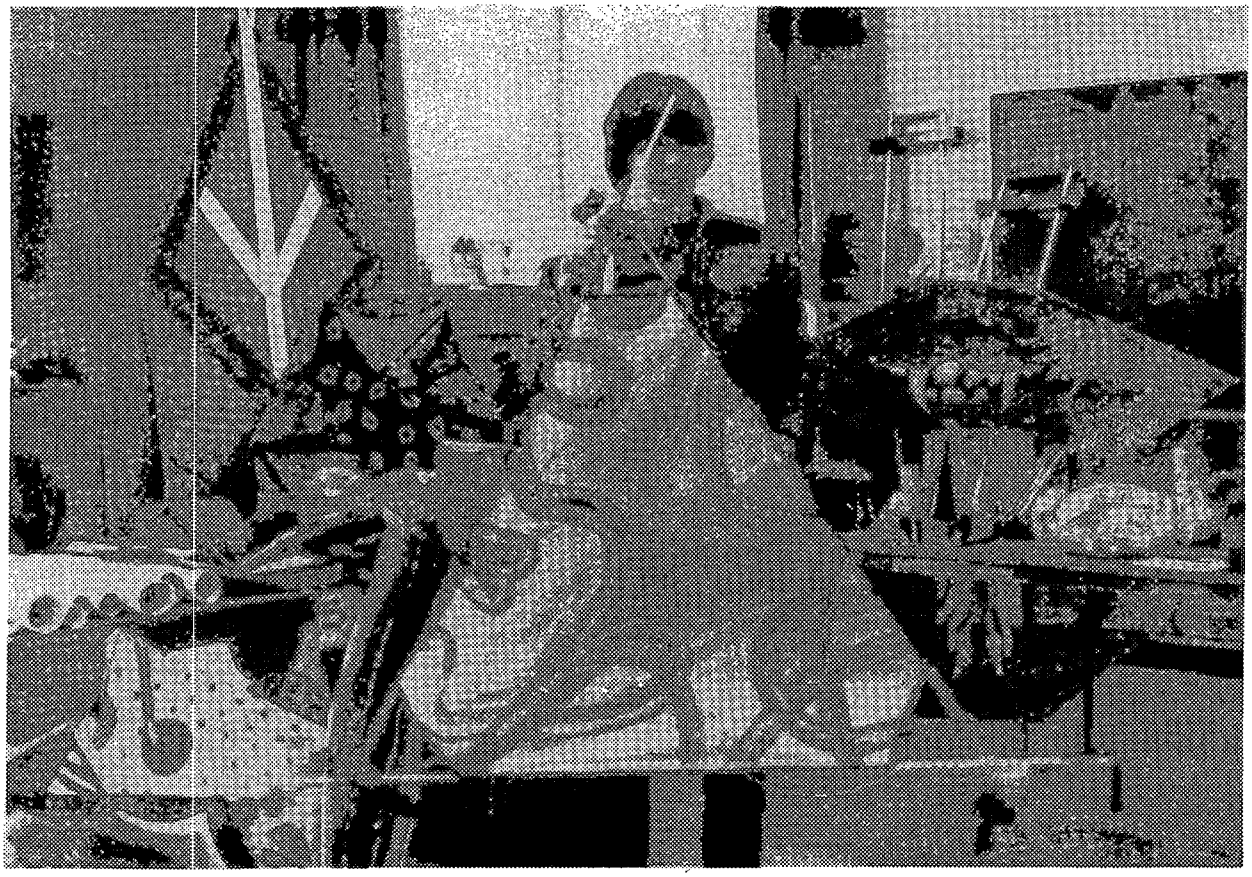
Pre-school children aged 2 1/2-3 1/2 painting their collage mural.
Teachers - Phyllis Flax and Elizabeth Bufton.



Drawing in the museum. Student 16.
Teachers - Pauline Charette, Bernice Clenman, Daniel Lefebvre.



An elephant from Noah's Ark - children aged 9-10.
Teachers - Line Gravel and Julie Thouin.



KITE MAKING

Instructors: Elizabeth Bufton
Phyllis Flax

Introduction

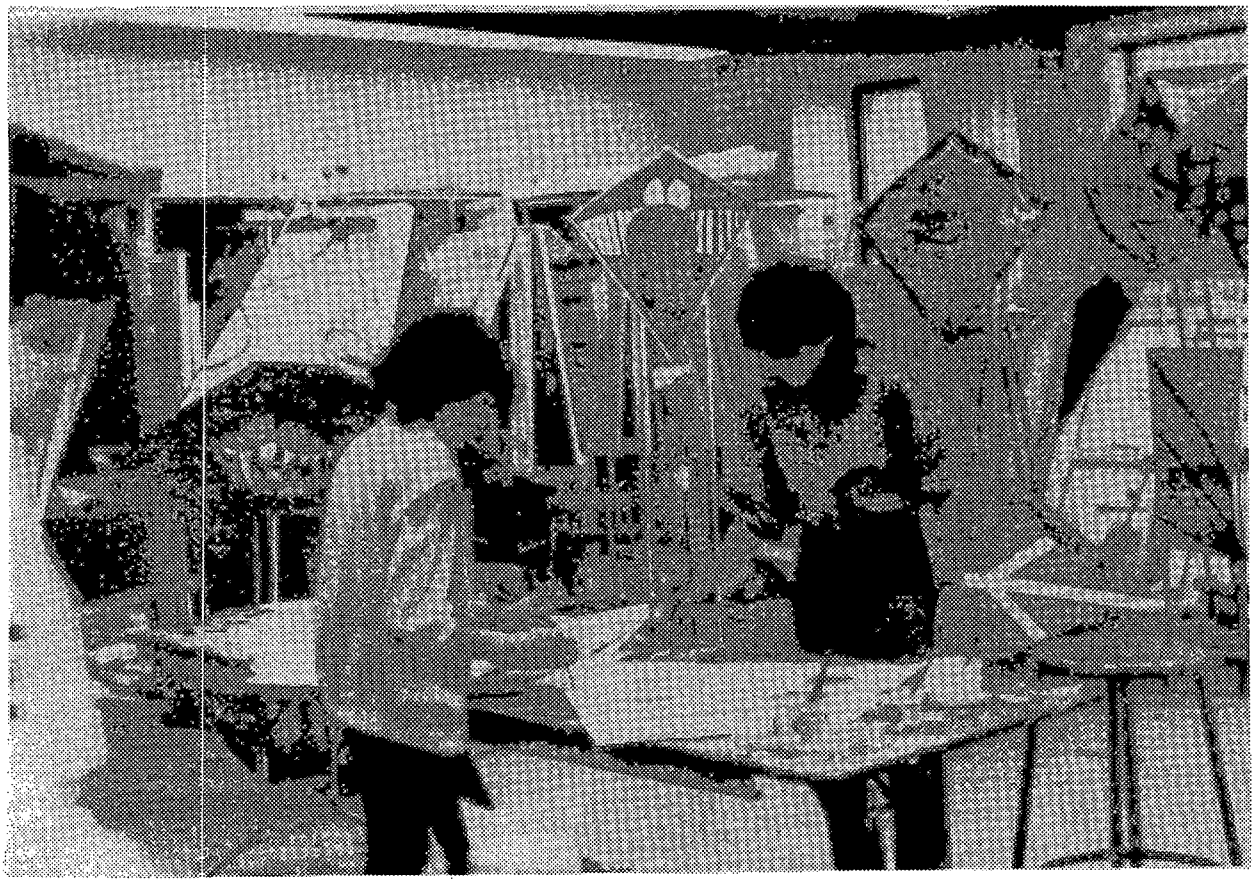
Kitemaking was chosen as a project for a large group of students aged 13-15. It was hoped that designing and decorating aerodynamic form would prove to be a challenging undertaking and this was certainly evident in the results.

The program began with a history of kitemaking over 25 centuries in which they have been flown for pleasure, for religious, cerimonial and folkoric reasons and recently for scientific purposes. It was pointed out that the contemporary kite is seen as an aesthetic object which symbolizes the human desire to fly.

Early in the program the group visited two kite shops, one of which was also a kite-making studio. It was suggested that this was an opportunity to take notes and acquire ideas of different kite-forms, both historic and contemporary to assist in the design of their own kites.

During the workshops there was an emphasis on the skills required to make a kite which included a careful balancing procedure. Any kites requiring curved structures needed soaking and/or steaming and there were also the problems of joining the spars or thin wooden structures. When the kites were complete and the paper 'skin' was in place, the students personalized the kite faces in a great variety of ways. Some were delicate in colour and design, others very large and boldly decorated. For some of the students the kite-flying experience was the highlight of the course, while for others the making and decorating seemed to bring the greatest satisfaction.

Kite, paper and wood spars.



LESSON PLAN 1

Concept: Knowledge of the tradition of a craft enriches the craft- making experience.

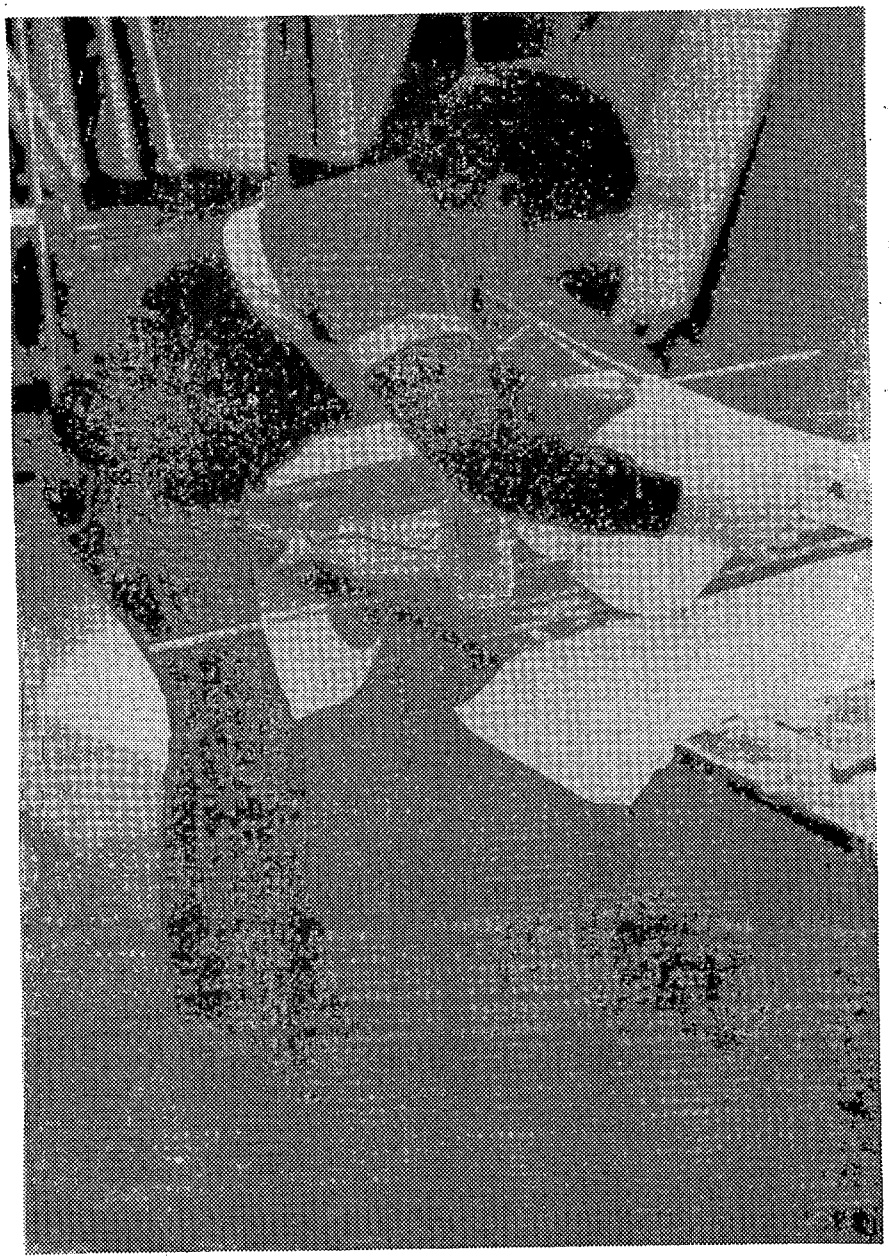
List of Materials: Boards for sketching 8" X 11", Bond paper, bulldog clips, pencils, colored pencils.

Motivation: Students will be motivated by a visit to two kite shops, the first Le Cerf-Volant (39 est, rue St. Paul, tel: 861-0177) and La Cerf-Volanterie Inc. (224, rue St. Paul Ouest, tel: 845-7613) Le Cerf-Volant carries traditional Japanese, Chinese, and Indian kites as well as contemporary designs. Using these as examples there will be a talk by the instructor on the history, design and structure of kites. In the second shop, which is also a studio, the owner, Claude Thibodeau talk about on the principals of kite making using as examples his own specialized multi-colored environmental wind-sculpture kites.

Student Procedures: Students will meet at the university at 9:30 and after will take the metro to Champs de Mars. On arriving at Le Cerf-Volant the students will be given boards, paper, clips and pencils and will record any kite-shapes or designs which interest them to be used later as reference material.

Directives: Students will be asked to bring the correct fare and to stay together during the trip.

Painting the kite face.



LESSON PLAN 2

Concept: The design of an object must be suited to its purpose.

List of Materials: spars, card, resin glue, knives, sandpaper, hot plates and pots, big plastic baths, scissors.

Motivation: There will be a talk and later a discussion on the history of kites using illustrations from the Penguin Book of Kites by Daniel Pelham, Kite Craft, the History and Processes of Kitemaking Throughout the World, by L. S. Newman and J. N. Newman, Making and Flying Kites by Lloyd, Mitchell and Thomas. A demonstration will follow showing the way to balance spars and smooth them using sandpaper. After the spars have been soaked in a bath of hot water they will be bent into shape, secured with cord and the water process will be repeated until the desired shape is achieved. Dry notches will then be made to accept framing line, and the spars will be lashed together with linen thread and coated with resin glue.

Student Procedures: After the lecture and discussion students will design their kites, keeping in mind the method of construction. Students whose designs have been approved as flight-worthy will take the spar material and sandpaper, plastic baths, hot water etc. and will begin to form their kites.

Directives: Students will be warned of the delicacy of the spars.

Covering the kite face with paper.

LESSON PLAN 3, 4 and 5

Concept: The structure of an object should influence its surface decoration.

List of Materials: Bond paper, white mural paper, string, gouache paint, paint trays, scissors, coloured inks, exacto knives, large and small brushes, glue brushes, glue, tape, tape measures, first aid kit.

Motivation: After a talk and discussion on the surface design of the kite face which emphasizes the need to be seen at a distance, and the importance of integrating the surface design with the kite shape. Examples will be shown from Kite Craft, by L. S. Newman and J. H. Newman pp. 21 d, e, 65, 101, 102, 129-159, and The Penguin Book of Kites by D. Pelham, pp. 101-109. A demonstration will follow showing the cutting and mounting of the face of the kite, in addition different ways of using gouache and coloured inks as a medium for decorating kites will be shown.

Student Procedures: After the discussion and demonstration students will take bond paper and after measuring the frame will cut the paper 1/2" to 1" wide leaving enough to turn over the kite spar-frame and glue. Paper on curves will be notched. Cord on the frame will be taped down and the kite face glued to the frame. They will then take gouache and/or ink and may paint directly onto the kite face or may outlline the design in pencil if the design is complex.

Directives: Students are warned to be careful when using the exacto knives, and will be reminded to cut notches in the curved paper face of the kite.

Painting the kite face.

THE CIRCUS

Instructors: Diane Chapdelaine
Sylvie Allard

Introduction

The colourful and dramatic content of circus life was chosen as an exciting theme for an art program for a group of seven and eight year old children. The core media were used as the means of exploring various aspects of the circus. The children made circus performers from a wide variety of found materials and there was much individuality shown in the small figures inspired by a film of Calder's Circus.

The highlight of the program was a visit to the Shriner's Circus. The children were given paper and pencils for drawing and it was hoped that they would record their experiences, unfortunately only one or two children attempted to draw. However, the richness of the experience was evident in the work of the following week. At the end of the program the children presented their circus acts which were recorded on coloured video, a clown and his dog were guests and the video also included a lively session showing the children painting a circus mural.

The circus mural.

LESSON PLAN 1

Concept: Experimentation assists understanding of the possibilities and limitations of materials.

List of Materials: clay, clay tools, plastic floor sheet.

Motivation: The studio will be decorated with posters and prints dealing with circus themes. This theme will be introduced with a dialogue and questions. Books will be available as reference such as: The Circus by Mabel Harmer (photograph), Circus by Jack Precutsky, The Circus by Brian Wildsmith (good drawings). A film, "International Circus" (filmed by the instructor) will be shown, and students will be encouraged to discuss the film and their favorite circus acts. Following this discussion, they will experiment with the clay for half an hour and then they will make a circus animal.

Student Procedures: Following the introduction of the theme and a presentation of books on the circus, the students will take a piece of clay about the size of an orange and will experiment with its properties, twisting, pulling, punching, scratching, and bending the material. Suggested problems will include questions of how tall or how thin a clay structure can be, and different ways of joining one piece of clay to another. They will explore the materials and after a film on the the "International Circus" there will be a short discussion, and then they will make a circus animal in clay. The focus of the lesson will be on qualities of clay, eg. structure, balance and the design of the animal.

Directives: Students will be told to cover unfinished work with damp rags.

Performer with talking bird, wire, paper and cork.

LESSON PLAN 2

Concept: Working in three dimensions brings a greater comprehension of form.

List of Materials: clay, clay tools, plastic floor sheet, pastels, tape, manilla, (18" X 24") chicken wire, cutters.

Motivation: The studio will again be decorated with posters and prints of circus themes. The following books were available for reference: The Circus by Mabel Harmer, Circus by Jack Frecutsky, The Circus by Brian Wildsmith, Guides des Animaux du Zoo by Guide Nature Hachette, Les Elephants by Anne-Marie Pajot, booklet Festival International du Cirque de Montreal. Later, a film, Calder's Circus will be shown, and students will be asked to look at details of construction, content,and design.

Student Procedures: Following a discussion on the circus, the students will continue with their clay animals. After the break, "Calder's Circus" will be shown. Then students will draw their animals to document the finished animal for painting later when the clay is dry. This will be followed by the group activity of making a cage in chicken wire, for all the animals which will be kept in the cage at the end of the lesson.

Directives: Students will be asked to pay attention to the size of the animals, firm attachmant of the clay parts, and to wrapping the clay up in damp cloths and in plastic bags. They are asked to choose their circus act by next week.

LESSON PLAN 3

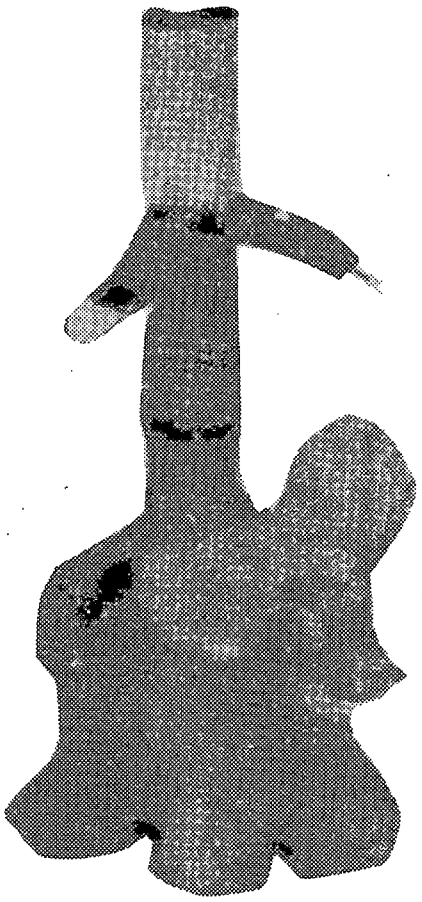
Concept: Puppetry can stimulate the imagination.

List of Materials: cardboard tubes and cones, wire, newspaper, nylon stockings, socks, material (fabric) small pieces of wood, cork, felt, metallic paper, scissors, glue, staplers and staples, cutters, styrofoam, nails and hammer.

Motivation: The following books were available for reference, Costume Doll Making by Eve McLaughlin, previous circus books mentioned, Puppet Making Through the Grades by Grizella Hopper, Puppets and Puppetry by Cyril Blaumont, Seven Related Arts, Puppetry by Ontario Puppetry Association, The Complete Book of Puppetry by David Currell, Puppets by Cyril Beaumont, Puppets and Plays by Marjorie Batchelder and Virginia Lee Comer, The Art of the Puppet by Bill Baird. The studio will again be decorated with posters and prints dealing with circus themes. A discussion of Calder's Circus will be followed by a demonstration of the possibilities of the materials available to make figures and props. A human skeleton will be available and will be used to demonstrate human proportion and movement. There will be a discussion of the ideas generated by last week's viewing of Calder's Circus. Facial expression and good construction will be stressed.

Student Procedures: The students will have chosen their act and will choose from a selection of found materials and will begin creating their performer which should stand about 6"-8" tall. Props will also be made to go with the figures.

Directives: Students will be warned to be careful of the sharp wire and other cutting tools.



LESSON PLAN 4

Concept: Puppetry encourages new ways of using familiar materials.

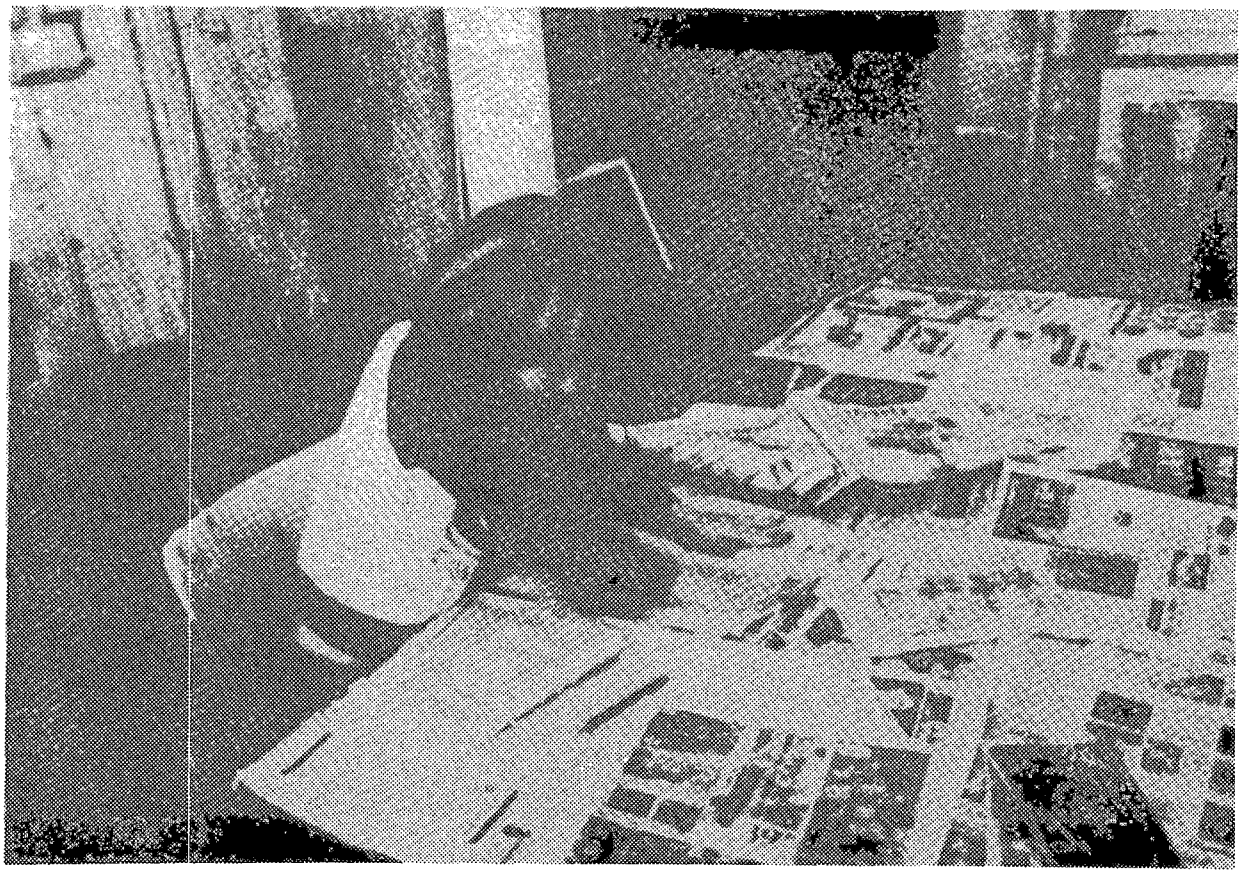
List of Materials: Wire, wire cutters, glue, pieces of fabric, tissue paper, colored construction paper, wood scraps, rope, stapler and staples, tape, scissors, popsicle sticks, toothpicks, corks, feathers, liquid gouache, small and medium brushes and dry clay animals from previous class.

Motivation: Books shown in Lesson Plan 3 will be available as reference material. A story will be read during the break about life in the circus. Reproductions will decorate the room as reference material.

Student Procedures: Students will finish their clay work from the previous week, using gouache paint and decorating with found materials and glue. During the break a story about the life of children and families who are part of a circus will be read. As they finish their personages and props, emphasis will be on the idea of decoration and choice of colour.

Directives: Students will be asked to handle dried clay objects with care and will also be reminded to be careful of sharp objects. They will be asked to rinse brushes between colours and clean them well.

Bare back rider with elephant. Clay, wire, fabric and paper.



LESSON PLAN 5

Concept: Printing helps an understanding of pattern through repetition.

List of Materials: Newsprint, (18" X 24") bond, (18" X 24") liquid gouache, (primary colours, black and white) brushes, large and small, sponges, scissors, wood scraps, buttons, burlap scraps, masking tape, clothespins, string, muffin trays, margarine containers, felt scraps, newspaper, cork lids, potatoes and other vegetables (eg. brocoli, green pepper) and fruit (eg. orange, apple) plastic knives and forks.

Motivation: The students will be introduced to printing with a demonstration, this will be followed by a discussion on pattern and repetition. Posters and materials from the print library and examples of magazine images will be used for reference. There will be a discussion on the way in which an image can be repeated. Students will also be asked to think about repetition in our environment (eg. bricks on the wall, lines in the tree trunks, dots on a screen that make television images) We will look at photos from books and magazines (National Geographic) of various objects or scene that have repetitions and patterns (man made skyscrapers, natural lines on the sea shore etc. wood, flowers)

Student Procedures: For half the lesson, the students will take their vegetables, and will slice and cut a pattern with plastic knives, forks and metal knives and will print a repeating pattern on 9" X 12" newsprint first and then later will use tissue paper. During the second half of the lesson the students will use their understanding of pattern into the circus setting and will use their printing materials to decorate that setting, i. e the circus tent, props etc.

Directives: Students will be asked not to put too much gouache on the printing surface and to make sure each area of their printing surface has an even coating of paint.

Printing from styrofoam meat trays.

LESSON PLAN 6

Concept: Printing encourages enjoyment of surface and duplication.

List of Materials: Ink (printing waterbase) styrofoam meat trays, cork, rollers, glass plates, scissors, manilla paper (18" X 24") newsprint, margarine containers, pencils, popsicle sticks, plastic knives, forks, nails.

Motivation: The students will be motivated by a short discussion on ways to make a poster advertising the circus eg. attract attention, clarity, bright colours etc. Visual aids will include material from the Print Library, related to the circus theme and toprinting. The books from lesson plan 2 will also be used. This will be followed by a demonstration of styrofoam meat tray printing. Students will be given several meat trays and encouraged to experiment and explore the posibilities of the medium.

Student Procedures: The students will take their styrofoam trays and will use pencils, popsicle sticks, nails, etc...and will make a design on their trays keeping the various circus acts in mind. After the demonstration the students will roll ink on their trays. The trays will be printed after a few marks are made and will be developed with succussive printing. There will be discussions as work develops.

Directives: Students are asked not to put too much ink on the plates and to wait for one colour to dry before printing another colour.

Drawing inspired by a visit to the circus.

LESSON PLAN 7

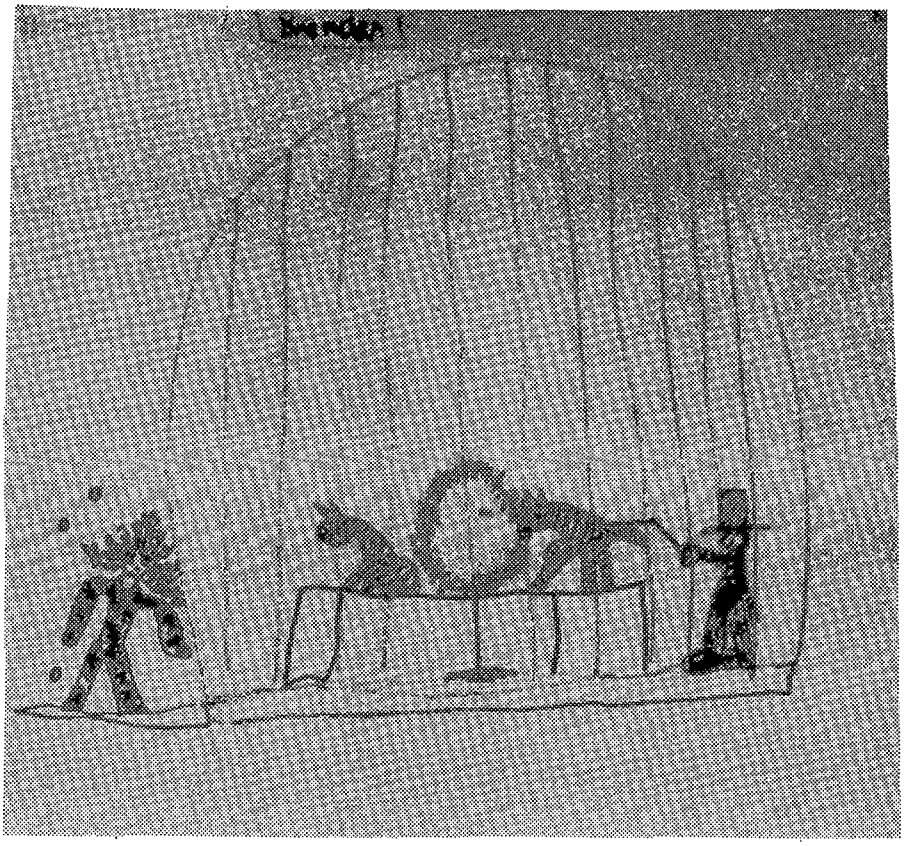
Concept: Drawing from a life experience enriches imagery.

List of Materials: Clip boards (drawing boards) bond paper and manilla paper (8" X 10") good felt pens.

Motivation: Students will be remotivated by going to the "Shriner's Circus". They will sketch during the performance watching how the people and animals in circus acts perform, the layout of the circus, and details of costume, colour and patterns.

Student Procedures: Students will be given a clip board, paper and felt pens, and will be asked to make drawings of the circus acts to be taken back to class as material for discussion and motivation.

Directives: Students will be told that there will be two children to each adult, and that it is important that they follow directions and behave well in public.



LESSON PLAN 8

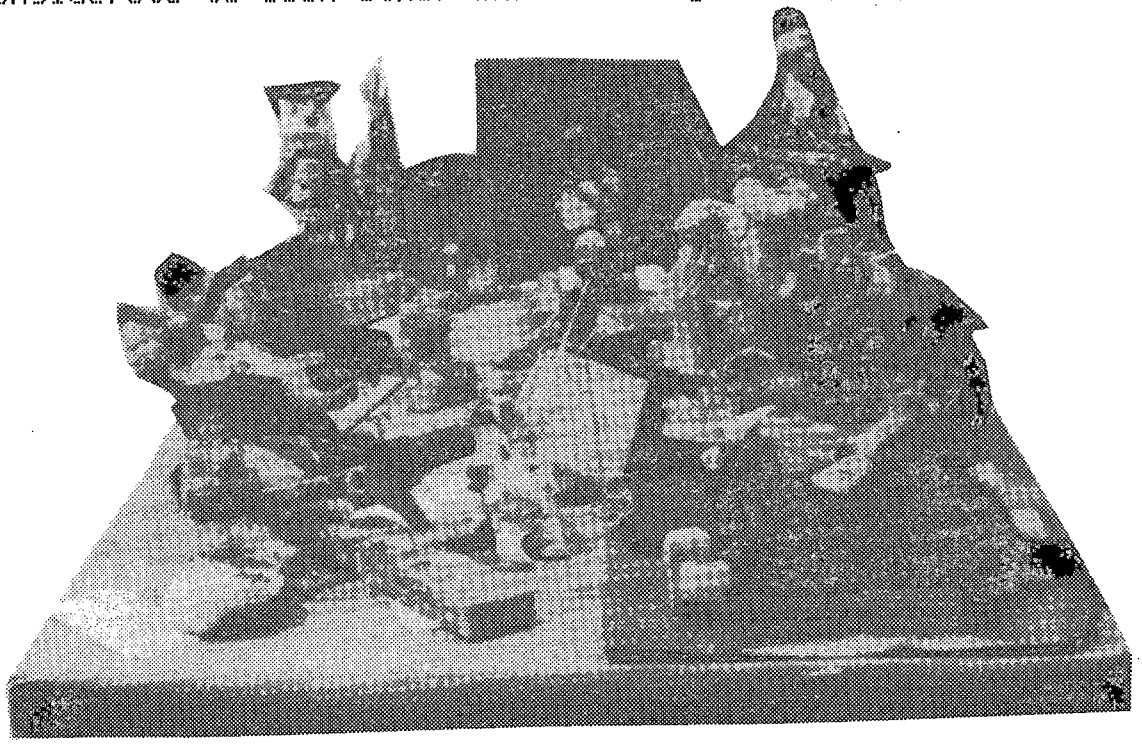
Concept: Group activities in art assist socialization.

List of Materials Beta videotape, production equipment and technician, liquid gouache, brushes (medium and large) muffin trays, margarine containers, mural paper (6') felt markers, colouring pencils, dry and oil pastels.

Motivation: The children will be motivated by a discussion about their visit to the "Shriner's Circus". Pictures taken at the circus will also be shown. A clown and his dog will visit the class and a video will be made of students presenting their circus act.

Student Procedures: The students will take paint and a large brush and will work as a group on a long mural 7' X 2 1/2' of the circus. After half an hour, the students will be remotivated with photographs taken at the circus and will change from paint to felt pens, coloring pencils, pastels. After a further 15 minutes of work on the mural, a clown and his dog will come in and using this fresh motivation the students will return to the mural and work for a further twenty minutes. Following this, further drawings of the clown and his dog will be made. During this class the mural and the events will be documented on coloured video. And after this each child will present their circus act including their own sounds to go with the act.

Directives: Students will be reminded that they must be considerate to each other when working on a group project.



Group of circus acts.